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ABSTRACT

This report addresses those activities for which the Voluntary Interdistrict Coordinating Council (VICC) is responsible, namely, to coordinate and administer the student transfer and voluntary teacher exchange provisions of the court-ordered desegregation settlement agreement for the St. Louis Metropolitan area. The report covers 1983-84, the first year of implementation. Recruitment efforts were extensive and the anticipated enrollment of 2,886 city students into county schools could have been met but for a court stay on additional transfers. Although numbers of transfers were good, it was recognized that in future it will be necessary to increase the number of transfers from county to city schools. Parents were given the opportunity to visit the new schools with their children. Involvement in this program of students, parents, teachers, and administrators throughout the St. Louis metropolitan area was significant. The range of part-time program opportunities was broad in numbers and scope. The VICC approved a research project to provide feedback to assist the implementation of the settlement agreement in future years. Data collected by the VICC after a year of operation shows that transfer students are becoming an integral part of their new schools. Seven percent of students transferring city to county were referred for special education evaluation; 93 percent of students had no major disciplinary problems; and 90 percent were promoted. The attendance rate was commendable. The overall acceptance of the settlement agreement has been noticeable. Appendices list VICC and subcommittee membership, supply samples of recruitment and publicity materials, and provide information on part-time programs. (RDN)

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VOLUNTARY INTERDISTRICT COORDINATING COUNCIL
FOR THE
SETTLEMENT AGREEMENT

REPORT NO. 1

SUBMITTED BY
DR. CHARLES D. MCKENNA, CHAIRMAN
AND
DR. SUSAN UCHITELLE, EXECUTIVE DIRECTOR

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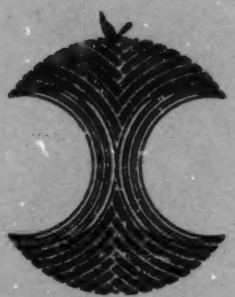

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JULY 31, 1984

UD024344

HIGHLIGHTS OF THE FIRST YEAR

Implementation of the first year of the Settlement Agreement was more impressive than one would have anticipated, particularly with the late start, the stay on additional transfers at a critical period of time, initial transportation disruption, and the addition of new districts. However, the degree of implementation of many phases of the Settlement Agreement attests to the hard work and cooperative efforts of everyone involved.

Recruitment efforts were extensive this spring. They included mailings to homes of students; both in the county and the city; billboards; bus posters; wall posters; and radio and television announcements.

Anticipated enrollment of city students into county schools for 1983 was 2,886 and that number could have been met since there were 4,489 applications on file at the VICC office in September when the United States Court of Appeals for the Eighth Circuit issued a stay on additional transfers from the city on September 30. After that date the only student transfers permitted were from county to county and from county to city.

At the end of the first year of the Settlement Agreement, there were 351 county students attending city schools and 2,496 transfer students attending county schools (end of April, 1984). Of the 2,496 transfer students, 2,204 were city to county transfers and 292 were county-to-county transfers. While these numbers were good, it was recognized that for future years it is necessary to increase the number of students transferring from county to city schools.

Parents were given the opportunity to visit the new schools with their children prior to official enrollment. Schools requested that parents come to orientation meetings with their children. If parents did not have transportation school districts were to inform them that the VICC would assist with

transportation arrangements. After children were officially enrolled, parents were encouraged to become involved in their new school districts.

The involvement of students, parents, teachers and administrators throughout the metropolitan area in this program is significant. Along with the growth in numbers of interdistrict transfers have come increases in the number of students participating in part-time activities, increased requests for staff exchanges, participation in a broad spectrum of staff development activities, a community feedback project implemented by Harvard University, and involvement in the review of new and existing magnet schools.

The range of part-time program opportunities was broad both in numbers and scope. Programs included: Consumer Education, Honors Art, Student Leadership, Career Education, Pairing and Sharing, School Partnership, Springboard to Learning, English as a Second Language, Chapter II and Citizenship High School Leadership, the University City Student Leadership Program, and jointly sponsored activities such as the Oakland Yesteryear Festival. The number of students involved in these programs this year was 39,751, as compared with 29,357 last year.

The VICC developed policies and procedures designed to cover the implementation process. VICC members also worked hard to encourage staff development activities, staff exchanges, and the efficient transportation of students.

The MRC developed guidelines for evaluation procedures, evaluated five city magnet schools, and approved proposals for eight new and expanded magnet programs (seven in St. Louis and one in Kirkwood).

At its May 2, 1984, meeting the VICC approved a research project to be conducted by the Harvard Graduate School of Education. Focus groups of participants at all levels (students who attended city and county schools for the full school year, students who attended for part of the year, students who

withdrew from the program, parents, staff, and resident students) will be interviewed to ascertain their reactions to the program. The research project will provide feedback to assist with the implementation of the Settlement Agreement in future years.

The data collected by the VICC after a full year of operation shows that transfer students are becoming an integral part of their new schools. Fifty-nine percent of transfer students participated in one or more extra-curricular activities---47 percent at the elementary level, 72 percent at the middle school level, and 58 percent at the high school level.

In the area of special education, seven percent (152 students) of the students transferring city to county were referred for evaluation. Of that number 95 were evaluated and 65 received services for this year. Twenty of the 351 county to city transfer students (or six percent) received special education services in the St. Louis Public Schools.

Ninety-three percent of the students enrolled had no major disciplinary problems and seven percent of the students transferring received some kind of suspension.

In the area of promotions and retentions, 90 percent of the transfer students were promoted and 10 percent retained. Retentions were found primarily at the high school level where students were lacking sufficient credits to be promoted to the next grade. The withdrawal rate for all students was 10 percent. This rate was higher for students transferring from the county to the city than for those transferring from the city to the county.

The attendance rate was commendable; 88 percent of the transfer students attended 154 days (out of 174 days) or 86 percent of the time. All of this data is provided in greater detail in Section IV of this report.

The overall acceptance of the Settlement Agreement has been noticeable. Goals are being addressed and results documented. The body of this report will attest to the implementation of the Settlement Agreement.

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SECTION I

INTRODUCTION

On July 5, 1983, the Honorable William L. Hungate, United States District Judge, filed Order H(2503)83 which approved the implementation of the Settlement Agreement (hereinafter referred to as the Agreement). The decree stated that the plan proposed by the Agreement was fair, adequate, reasonable, and constitutionally permissible. The Agreement was ordered to go into effect commencing with the 1983-84 school year. The Voluntary Interdistrict Coordinating Council (hereinafter referred to as the VICC) was established. With that Court order of July 5, 1983, the previously court-approved Coordinating Committee became defunct and was ordered to discontinue its operations. In accordance with Order H(2503)83 the VICC assumed the administrative responsibility for the implementation of the Agreement and for all existing programs under the 12(a) Voluntary Plan and as set forth in Section IX of the Agreement.

This report addresses those issues for which the VICC is responsible relative to the Agreement. It does not address the quality of education component of the Agreement, the individual calculations of the plan ratio for each school district, actual implementation of new magnet schools or programs (just approval thereof), nor staff hiring within school districts to meet staff ratios.

The establishment and purpose of the VICC as set out in the Agreement, Section IX.A.2., page 1 "is to coordinate and administer the student transfer and voluntary teacher exchange provisions of the settlement agreement." Section IX.J.h, page 6, of the Agreement directs that the VICC shall report at least annually to the Court and the parties the steps taken to implement the Agreement. This report addresses those components of the Agreement which are the responsibility of the VICC (Section IX.J. Powers, pages 5-7, of the Agreement).

Since the Agreement was ordered, many significant activities have occurred. Twenty-four school districts have participated in the implementation of the Agreement during this past year. Minority students from St. Louis City schools and predominantly black county districts (for the 1983-84 school year only) attended 16 county school districts this year. The other seven county school districts were not accepting black transfer students because they already have a black student population of 25 percent or more. Those districts accepting minority transfer students are: Affton, Bayless, Brentwood, Clayton, Hancock Place, Hazelwood, Kirkwood, Ladue, Lindbergh, Mehlville, Parkway, Pattonville, Ritenour, Rockwood, Valley Park, and Webster Groves. Those county districts with a black enrollment of 25 percent or more are: Ferguson-Florissant, Jennings, Maplewood-Richmond Heights, Normandy, Riverview Gardens, University City, and Wellston. White transfer students from predominantly white county school districts attended one predominantly black school district in St. Louis County (University City). White county students attended special programs and magnet schools in the St. Louis Public Schools. Staff development, staff exchange, part-time integrative activities, and student transfers are underway. The number of student applications for transfer is increasing.

Implementation of the first year of the Agreement was initially difficult for several reasons. The VICC as a body had to organize, develop a budget for the first year, and introduce the new school plan on a metropolitan basis on very short notice. The time in which to recruit and enroll students into some of the districts that were for the first time accepting interdistrict transfer students was very limited (from mid-July through September). At the beginning of the school year there were problems with transportation that had to be resolved quickly to keep parents and students from losing sight of the positive aspects of the program. The school districts had little time to prepare for their new students. On September 30, 1983,

the United States Court of Appeals for the Eighth Circuit (hereinafter referred to as the Eighth Circuit) stayed the recruitment process and further transfer of students from the city to the county, pending a hearing before that court.

Nevertheless, within the realms of its responsibilities, the VICC assisted the school districts in their efforts to meet the goals of the Agreement during this first year. The primary responsibility for this success rests with the school districts themselves. Without real metropolitan cooperation, this first year could not have been as successful as it was. While numbers of transfers are important, the overall fruition of the Agreement must be measured by more than just numbers, because activities have occurred in every area in the lives of students, staff, and parents. There was growing acceptance of the program, understanding of the commitment that had to be made by school districts to create positive environments for new students, a willingness and desire to make school experiences successful ones, greater participation in staff development activities and part-time programs, and significant participation by students in extra-curricular activities.

We have seen growth in this program along with indepth participation, commitment, and ownership. As one reads through this report, the tremendous involvement of so many to make this program work will be more fully understood. Attitudes are improving and students are integrating into the lives of those with whom they come into contact.

Section II of this report describes the various components of the implementation process. These components include the organization of the VICC, the VICC subcommittees, recruitment, enrollment, transportation, finances, staff exchanges, staff development, activities, part-time activities, the MRC, the role of VICC staff, data services, and research.

Section III provides information on student placement and analysis of the data on student attendance, retention, promotion, suspension, withdrawal, and special educational services.

Section IV concludes the report. An appendix follows the conclusions.

The assistance and cooperation of the VICC staff in writing, typing, editing and putting together this report was vital to its completion and is greatly appreciated.

Marianne Stuart was instrumental in capturing the essence of all publicity efforts engaged in for recruitment activities. She also coordinated the documentation of all part-time programs and activities and assisted with the graphics for this report. Harold Player and Dr. Earline Butler documented all staff development activities and VICC staff involvement with district staffs, students and parents. Michael Erbschloe was responsible for setting up and managing the data system and producing all data reports which were used for documentation of student transfers. He also helped analyze the data for this report. Carol Best, VICC part-time systems support worker, assisted in compiling the data for this report.

Unending thanks and appreciation to all other VICC and MRC staff---Jean Baker, Angela Washington, Rosemary Smith, Karen Porter, Doriann Houston, Dr. Tracy Libros, and Judy Katz. We also express our gratitude to Mary Beth Purdy, Director of Recruitment and Counseling, and to staff members of the St. Louis Recruitment and Counseling Center who assisted in recruiting students for this program and working with parents. The Public Affairs Division of the St. Louis Public Schools was most instrumental in many of the publicity efforts. A special thanks to Marge Polcyn, Peggy McGee, and John Foristel who were invaluable. All VICC staff members have put in endless time and effort, not only for this report, but also in helping make the Agreement work. And, of course, unending thanks to staff members in <u>all</u> school districts whose efforts are greatly appreciated. Without their cooperation, persistence and commitment not as much would have been accomplished this year.

It is with pleasure that the VICC submits this report to the United States Federal District Court after one full year of implementation of the Agreement.

Susan Uchitelle

SECTION II

IMPLEMENTATION OF THE SETTLEMENT AGREEMENT

ORGANIZATION OF THE VICC

Section IX of the Agreement states that the VICC membership shall consist of the following voting members: one person from each school district; one person each from the NAACP and Liddell Plaintiffs; and one person from the State Department of Elementary and Secondary Education. Alternates for each of these representatives were assigned by the schools districts and parties to the Agreement (Section IX.B. Membership, pages 1 and 2). The Executive Director of the VICC is an ex officio member of the VICC without vote (Section IX.G. Staff, page 3). Appendix A, pages 1 and 2 lists the VICC members and alternates for 1983-84.

At the first meeting of the VICC on July 20, 1983, Mrs. Mary Beth Purdy was appointed as VICC Director of Student Recruitment and Counseling. A nominating committee was selected to propose a slate of officers for the first year. Election of officers took place at the next VICC meeting. The officers elected were: Dr. Charles D. McKenna, Chairperson; Mrs. Gay Tompkins, Vice-Chairperson; and Dr. James A. DeClue, Secretary. The nominating committee also acted as a search committee to appoint the Executive Director of the VICC.

VICC SUBCOMMITTEES

The VICC established four subcommittees to assist in the implementation of the various aspects of the Agreement. These subcommittees are: the Policies and Procedures Subcommittee, the Staff Development Subcommittee, the Staff Exchange/Transfer Subcommittee, and the Transportation Subcommittee. The Agreement estasblished the Magnet Review Committee (MRC) as a standing

committee of the VICC. Each subcommittee and the MRC consisted of VICC members (or designated alternates) and each was chaired by an appointed VICC member (Appendix A, page 3).

The Policies and Procedures Subcommittee drafted all policies to be presented to the VICC for approval. The policies consisted of guidelines and procedures for implementation of the Agreement, student recruitment and enrollment, and effective operations of the VICC. The VICC handbook of Policies, Procedures, and Guidelines was submitted to the Federal District Court late December, 1983.

The Staff Development Subcommittee designed guidelines for approval of funds for staff development activity requests. The guidelines for use and evaluation by the subcommittee were approved by the VICC. All requests were received, reviewed, and approved by the Staff Development Subcommittee. This subcommittee was very active as it worked with all school districts and encouraged staff development projects. By the end of the school year, almost all available funds had been used for a variety of inservice activities. The Staff Development section summarizes the various activities that took place during the year.

The Staff Exchange/Transfer Subcommittee developed procedures for implementing the staff exchange/transfer program. However, the procedures were not implemented until late spring. These procedures and guidelines are being used and efforts are being made to encourage staff participation in both exchanges and transfers. Applications started coming into the VICC office in May, 1984. Districts are currently interviewing interested candidates. This aspect of the Agreement needs more coordination and active participation from all school districts before progress will be made toward any significant numbers of transfers.

The Transportation Subcommittee worked closely with the State to help implement an effective and safe transportation system. There are several areas of concern relating to the transportation of students that neither the subcommittee nor the VICC has been able to resolve. These areas of concern are:

length of riding time of students, transportation for summer school attendance, and transportation to activities on weekends and before school opens in the fall. These activities, in some instances, are required in order for students to be eligible to fully participate in school-sponsored activities. These issues shall be presented to the Court this summer for resolution before the start of the new school year.

RECRUITMENT ACTIVITIES

Recruitment is a major activity of the VICC. Every effort was made in a number of different ways to inform parents and students in the St. Louis metropolitan area of their school choice options in the city and the county. Unfortunately, the Eighth Circuit stayed recruitment efforts September 30, 1983. That stay was not ruled upon and removed until February 8, 1984. Therefore, recruitment activities could not begin for the 1983-84 school year until after February 8. Since that time extensive recruitment activities have taken place.

New School Choices

The VICC disseminated an attractive brochure entitled, "New School Choices." This brochure was developed under the very able direction of the public relations staff of the Rockwood School District. "New School Choices" and the "VICC Application for Transfer to a County School" (Form RC-10) were mailed to the home of every black student who attended St. Louis Public Schools. Parents were requested to read the contents and complete the application to be returned to the VICC office (Appendix B, pages 1-5).

We are happy to report that the response from parents and students was overwhelming. During the week immediately following the mailing, applications were received at the VICC office and the Recruitment and Counseling Center in St. Louis in huge numbers, and calls for additional applications and information were received. Some parents preferred to personally return their applications instead of mailing them back.

One month later, a one-page reminder on "New School Choices" was again mailed to the homes of black students attending St. Louis Public Schools. This follow-up mailing was targeted to students who would be entering grades one through nine since there were already sufficient applications to fill

available high school slots. The response after this mailing was just as encouraging as after the initial mailing (Appendix B, page 6).

Magnet School Choices

The brochure "Magnet School Choices" was adopted from VICC's "New School Choices" and modified by the St. Louis Public Schools' Public Relations Division . In late March, 1984, this brochure and application were mailed to the home of every white student or given to each white student attending a predominantly white public school in St. Louis County (Appendix B, pages 7-11). In addition, a reminder flyer on "Magnet School Choices" was distributed in late May to these same students (Appendix B, page 12). The number of new county applicants to city schools has increased.

Publicity

To further publicize the voluntary plan, a poster entitled, "CHOOSE YOUR FUTURE...Attend a St. Louis County School," was designed through the joint efforts of the Public Affairs Division of the St. Louis Public Schools and VICC staff. The poster featured three students engaged in learning activities that attract students and gain the interest of parents. Bi-State buses in St. Louis City agreed to display these posters. Smaller versions were placed in city libraries, YMCA's and community centers (Appendix B, pages 13-14).

The counterpart to this poster entitled "The Basics and More! St. Louis MAGNET SCHOOLS" was designed by the Public Affairs Division of St. Louis Public Schools. The poster featured three different students engaged in attractive and interesting learning activities. Six billboards in various locations in St. Louis County displayed this poster to recruit white county students for St. Louis Magnet Schools. A smaller

version was placed in St. Louis County libraries, YMCA's, and county community centers (Appendix B, pages 15-16).

Radio and Television Announcements

Radio announcements ran for four weeks on Stations MAJIC 108, KATZ, and KSHE. The announcement was heard as follows:

> Are you a grade school or high school student looking for a new school opportunity and a chance to make new friends? If so, then this message is for you. Now, through the voluntary desegregation plan, you and your parents have a choice in which public school you attend.
>
> White county students can choose from over 20 specialized city Magnet Schools. Black city students can choose from 16 St. Louis County school districts.
>
> Listen to what a student at Mason Investigative Learning Center said about City Magnet Schools: 'I come into the city from North County to go to a Magnet School and I love it! I've learned how to use a computer and we go on field trips to many interesting places!'
>
> Here's what a city resident who attends Rockwood Junior High School said about county schools: 'I've made a lot of new friends and love singing in the concert choir. I'm really happy my parents and I had the chance to make this choice! You can, too.'
>
> The Choice is Yours -- Take It! Call 432-0079 or 771-4500 Today!

Cable networks in St. Louis County aired 30-second commercials for Magnet School recruitment. The commercial was seen on Continental, Warner AMEX, and Group W Cable Company Networks. The spot showed children from dance and science classes and other speciality areas. The commercial was shown for four weeks as follows:

> A lot of great stuff is going on in the St. Louis Public Magnet Program. Kids like our schools for health careers, performing arts, athletics, math,

ROTC, and all the rest. And because kids like the Magnet Schools, they do well. That's good for everybody.

Singing: 'Togetherness is what it's all about.'

Magnet kids excel in the basics and enjoy the extras. After all...

Singing: 'Togetherness is what it's all about.'

Magnet School kids get the basics and the extras. Call the Recruitment and Counseling Centers today to help it happen for you.

After all...

Singing: 'Togetherness is what it's all about.'

SLIDE AT THE END:
Recruitment and Counseling Center
771-4500
432-0079

Peggy McGee from St. Louis' Public Affairs Division was primarily responsible for developing these radio and television announcements.

VICC's cost for the publicity was $26,898.45. St. Louis' financial contribution towards the interdistrict publicity of $9,779.68 included part of the cost for designing the brochure, "Magnet School Choices;" the graphics for all posters and billboards; some newspaper advertisements; and half the cost for the radio announcements and television spots.

Newsletter and Current Facts

This year the VICC published a newsletter entitled **THE VOLUNTEER**, which was printed three times during the 1983-84 school year. This newsletter was created to publicize the many activities occurring in both the city and the county schools as a result of the voluntary plan.

The newsletter included information about transfer students, joint part-time programs and activities between school districts, workshops, recruitment activities, and other information of general interest relating to the plan.

Copies of the newsletter were sent to every school in St. Louis County, City Magnet Schools, legislators, superintendents, business and cultural institution leaders, part-time program supervisors, counsel of record, and others. A copy of the spring edition of the newsletter is in Appendix B, pages 17-24.

Current Facts, a pocket-size pamphlet, was printed with a brief description of the Agreement. The pamphlet also contained pertinent information about staff exchanges and transfers. Current Facts was designed to inform and recruit teachers for the exchange component of the Agreement. Copies were placed in every public school in St. Louis City and County (Appendix B, page 25.)

In late spring the **Rockwood School District** placed informational brochures about its schools in six different neighborhood and church centers throughout north St. Louis to further inform parents about school choices in the Rockwood School District and encourage additional enrollees.

ENROLLMENTS

Enrollments for interdistrict transfers for the 1983-84 school year grew in those city and county schools which accepted transfer students. It is important to note that student enrollments fluctuated as students changed place or city of residence, or moved within a district or between districts. Thus, the enrollment data used throughout this report reflects enrollments as of April, 1984.

The number of students who transferred from predominantly white county schools to city schools was 351 (17 to regular city schools and 334 to city magnet schools). The number of students who transferred into predominantly white county schools this year was 2,496.

There were more applications received than actual acceptances because of the stay of transfers and limited space in some programs. As of September 9, 1983, there were 4,489 interdistrict application requests for county schools and 275 application requests for city schools from county residents, many but not all of whom were placed. The following tables carefully review enrollment statistics.

Table 1 shows the number of students from St. Louis County Districts who attended St. Louis Public Schools.

Table 2 shows a detailed account of the transfer student enrollment at city magnet schools.

Table 3 shows the numbers and grade levels of transfer students enrolled in county schools from both the city and county school districts.

Table 4 shows the target enrollment of county school districts for the 1983-84 school year. The table also indicates the numbers in attendance as of April, 1984. Many non-enforceable targets were met this past year and more would have been met had not a stay been placed upon transfers. There were sufficient applications available for student placement.

Table 5 shows target enrollment of city to county for 1984-85. This table also shows how many applications had been sent to each district by June 21, 1984 (2,616). Presently, the VICC office has 3,330 active applications (those which have not been denied because of behavior or Phase II and III special education). More applications are being received and processed daily and will be sent to participating districts throughout the summer on a regular basis. All efforts will be made to meet all target enrollments.

As of June 27 a total of 422 new applications to St. Louis magnet schools are on file. Table 6 shows the number of applications received by the St. Louis Recruitment and Counseling Center from county students interested in attending city magnets during the 1984-85 school year as reported to the MRC. The numbers of students applying for each school represent the first choices indicated on the 422 applications.

Applications for city magnet schools will continue to be received and acted on by the St. Louis Recruitment and Counseling Center throughout the summer with students being accepted into these magnet schools for placement up to the third week of the school term in the fall. Students who apply after that time will be held on a waiting list and will be admitted at the beginning of the second semester (as space permits) so as not to create disruptions in the students' education.

Final enrollment figures will not be available until next fall when all school districts report enrollments of inter-district transfer students.

TABLE 1

COUNTY TRANSFERS TO CITY SCHOOLS (1983-84)*

District	Totals	K	1	2	3	4	5	6	7	8	9	10	11	12
Affton	12	-	-	-	-	1	-	-	1	1	-	3	5	1
Bayless	2	-	-	-	-	-	1	-	-	-	-	1	-	-
Brentwood	7	-	-	-	-	1	-	2	1	-	1	-	2	-
Clayton	2	-	-	-	-	-	-	-	-	-	-	1	-	1
Ferguson-Florissant	41	1	-	2	3	1	2	4	5	7	8	3	4	1
Hancock Place	20	-	3	1	2	4	1	2	3	2	-	-	-	2
Hazelwood	20	-	1	-	-	1	-	1	3	1	3	3	2	5
Jennings	4	-	-	-	-	-	-	-	1	-	2	-	1	-
Kirkwood	14	2	-	-	-	-	1	2	1	-	5	-	1	2
Ladue	6	-	-	1	1	-	-	1	-	-	1	-	-	2
Lindbergh	13	-	-	-	-	-	-	1	1	-	1	4	1	4
Maplewood-Rich. Hts.	58	5	5	5	4	6	1	4	8	6	4	4	3	3
Mehlville	25	2	-	2	2	-	-	2	3	2	2	5	2	3
Parkway	27	-	-	1	1	4	-	3	1	4	2	3	6	2
Pattonville	13	1	-	1	1	-	1	-	1	1	4	3	-	-
Ritenour	20	1	1	1	2	2	2	1	2	1	1	2	3	1
Riverview Gardens	22	-	1	3	4	2	2	3	-	1	3	1	1	1
Rockwood	13	-	-	-	1	-	-	1	2	-	2	2	3	2
Webster Groves	32	6	2	1	-	1	-	3	1	5	5	3	3	2
Grand Totals	351	18	13	18	21	23	11	30	34	31	44	38	37	33

*These figures indicate all students enrolled as of April 1984.
Data provided by St. Louis Recruitment and Counseling Center.

TABLE 7

MAGNET SCHOOL ENROLLMENT DATA (1983-84)

Magnet	Black City	White City	White County	White Total	% of White Students From County	Total Enrollment
Business Management Center	88	62	1	63	2%	151
Health Careers	62	29	8	37	22%	99
Honors Art	63	37	3	40	8%	103
NJROTC	187	153	28	181	15%	368
Mass Media	79	40	2	42	5%	121
Math & Science	228	149	19	168	11%	396
Metro	108	72	7	79	9%	187
Foreign Language Experience	96	82	0	82	0%	178
Senior Classical Academy	87	51	3	54	6%	141
Visual & Performing Arts High	248	159	72	231	31%	479
Academic & Athletic Academy	88	66	12	78	15%	166
Visual & Performing Arts Middle	162	115	38	153	25%	315
Mason-Investigative Learning MS	163	130	16	146	11%	309
Ames Expressive/Receptive Arts	244	214	1	215	1%	459
Classical Junior Academy	307	206	32	238	13%	545
Euclid Montessori	146	91	12	103	12%	249
Lyon ABI	120	160	4	164	2%	284
Madison Action Learning	234	169	0	169	0%	403
Mallinckrodt-Academy of Basic Instr.	150	148	2	150	1%	300
Visual & Performing Arts Elementary	213	189	23	212	11%	425
Stix-Investigative Learning Center	233	148	16	164	10%	397
Wade IGE	192	179	3	182	2%	374
Waring ABI	193	118	6	124	5%	317
Wilkinson Foreign Language Exp.	114	113	15	128	12%	242
Woerner IGE	182	182	11	193	6%	375
TOTALS	3,987	3,062	334*	3,396		7,383

These figures provided by St. Louis Recruitment and Counseling Center as of April 1984.

*There were 334 county students attending magnet schools in St. Louis and 17 county students attending non-magnet schools in St. Louis for a total of 351 students.

TABLE 3

TRANSFERS TO COUNTY SCHOOLS (1983-84)*

District	Totals	K	1	2	3	4	5	6	7	8	9	10	11	12
Affton	92	-	6	5	-	8	12	7	8	13	14	9	7	3
Bayless	53	-	3	4	5	8	6	6	5	2	6	8	-	-
Brentwood	94	2	11	6	8	4	2	5	8	9	9	13	12	5
Clayton	122	10	11	16	12	11	11	9	11	5	13	5	6	2
Hancock Place	88	1	2	5	12	13	5	9	17	9	7	5	2	1
Hazelwood	24	-	2	4	-	2	2	1	-	-	10	1	1	1
Kirkwood	185	-	8	7	12	13	11	15	16	25	18	30	20	10
Ladue	125	-	7	7	10	11	3	7	8	9	24	17	10	12
Lindbergh	194	-	14	28	15	17	13	27	24	3	25	19	5	4
Mehville	155	-	10	15	13	11	12	15	18	10	32	17	1	1
Parkway	485	3	51	48	55	41	46	33	47	39	104	9	9	-
Pattonville	282	6	13	27	27	31	26	43	50	48	4	3	2	2
Ritenour	292	-	15	22	26	26	29	29	24	41	20	29	17	14
Rockwood	102	-	8	4	8	9	13	16	13	13	10	7	1	-
University City	5	-	-	-	-	-	-	-	-	-	1	-	1	3
Valley Park	33	1	1	2	3	2	4	2	-	-	6	9	3	-
Webster Groves	165	20	16	17	17	26	6	11	3	-	18	9	13	9
Grand Totals	2496	43	178	217	223	233	201	235	252	226	321	190	110	67

*These figures indicate all students enrolled as of April 1984.

TABLE 4

TARGET ENROLLMENTS FOR COUNTY SCHOOL DISTRICTS

(1983-84)

School District	Target Enrollment	Enrollment (April 1984)
Affton	103	92
Bayless	63	53
Brentwood	95	94
Clayton	126	122
Hancock Place	102	88
Hazelwood	25	24
Kirkwood	185	185
Ladue	143	125
Lindbergh	210	194
Mehville	300	155
Parkway	530	485
Pattonville	300	282
Ritenour	304	292
Rockwood	200	102
University City		5
Valley Park	36	33
Webster Groves	164	165
TOTALS	2,886	2,496

TABLE 5

TARGET ENROLLMENTS FOR COUNTY SCHOOL DISTRICTS

(1984-85)

School District	Target Enrollment	Total Applications Sent as of June 84
Affton	100	98
Bayless	122	95
Brentwood	43	59
Clayton	71	71
Hancock Place	108	73
Hazelwood	100	130
Kirkwood	105	119
Ladue	75	94
Lindbergh	200	191
Mehlville	450	298
Parkway	750	586
Pattonville	260	145
Ritenour	245	267
Rockwood	600	245
Valley Park	63	68
Webster Groves	78	77
TOTALS	3,370	2,616

TABLE 6

COUNTY APPLICATIONS FOR CITY MAGNET SCHOOLS (June 1984)

Magnet	Number of Applications
Business Management Center	3
Health Careers	4
Honors Art	10
NJROTC	41
Mass Media	8
Math & Science	14
Metro	6
Foreign Language Specialty Roosevelt	1
Senior Classical Academy	1
Visual & Performing Arts High	69
Academic & Athletic Academy	14
Visual & Performing Arts Middle	41
Mason-Investigative Learning MS	10
Ames Expressive/Receptive Arts	3
Classical Junior Academy	29
Euclid Montessori	25
Lyon Academy of Basic Instruction	9
Madison Action Learning	1
Mallinckrodt-Academy of Basic Instr.	8
Visual & Performing Arts Elementary	31
Stix-Investigative Learning Center	18
Wade Individually Guided Education	3
Waring Academy of Basic Instruction	7
Wilkinson Foreign Language Experience	21
Woerner Individually Guided Educa.	7
Academy of Basic Instruction (any)	1
Military Middle School	35
Individually Guided Education Middle	2
TOTAL	422

TRANSPORTATION

For the 1983-84 school year, the Desegregation Transportation Office of the Missouri Department of Elementary and Secondary Education provided transportation for all students enrolled in the voluntary interdistrict transfer program. Students from the St. Louis Public Schools and St. Louis County school districts were transported.

At the beginning of the school year, the Desegregation Transportation Office made arrangements to transport approximately 407 students going from county to city and 2,625 students going from city to county or county to county according to initial enrollment figures early in the year. These numbers changed throughout the year as the enrollments fluctuated.

The Desegregation Transportation Office was faced with routing, planning and transporting over 3,000 children on very short notice since students were enrolling throughout the entire summer. (The Agreement was not approved until July 5, 1984 and recruitment for the new participating districts did not start until after that time.) Designing routes for children in a voluntary school desegregation program is complex. There were many problems with transportation early in the year that included late buses, communication problems and buses that did not arrive. Efforts were made throughout the year to improve the efficiency of the system, and improvements were made. It is VICC's understanding that the Desegregation Transportation Office has contracted with three bus companies and two cab companies to transport students for the 198[illegible]85 school year.

Desegregation Transportation staff processed Pupil Data Forms in these categories: 2,420 Students Added, 12,479 Change of Status, and 2,121 Students Deleted.

The Desegregation Transportation Office also assisted in scheduling approximately 800 ancillary trips for all segments of the Agreement. This included coordinating communication between

school officials and the Transportation Office and then contracting bus service for each trip. These trips involved both city and county students.

The Director of Desegregation Transportation for the State has informed the VICC that the total transportation cost for all services for the 1983-84 school year was approximately $4,000,000. These services included transportation from city to county, county to county, county to city, [redacted], and transportation for all part-time programs and extra curricular activities.

FINANCES

At the end of its first year of operation under the Agreement, the VICC functioned well within its approved budget of $357,064.00 for the 1983-84 year (Court Order H(2567)84). The budget covered all operational expenditures for the VICC (staff, offices expenses, recruitment costs, publicity, data management, staff development, parent activities and other items as budgeted). Quarterly payments were received from the State. The budget shown on page 23 indicates line item expenditures. The VICC is audited yearly with a final reconciliation made in July, at the end of the fiscal year.

The VICC fiscal agent is the School District of Clayton which handled all fiscal matters with the VICC staff. Deep appreciation goes to the entire staff of the Clayton business office for their tireless assistance.

Fiscal incentives were paid to all districts accepting or sending voluntary transfer students. The report on page 24 received from the Finance Division of the Department of Elementary and Secondary Education shows as accurately as possible the amount of revenue to be received by each district. Again, at the time of this report there has not been a final reconciliation of tuition reimbursements to the school districts receiving and sending transfer students. The VICC has no further data to report to the Court.

The VICC budget for 1984-85 is shown on page 25 with payments forthcoming on July 1, September 20, December 30, and March 30 (Court Order H(3151)84).

The initially approved 1983-84 MRC budget and the reduced expenditure budget for 1983-84 are shown on page 26. The approved 1984-85 MRC budget is shown on page 27.

BUDGET
VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)
July, 1983-June, 1984

Object of Expenditure	
Staff Salaries	$173,234.00
Insurance and Fringe Benefits for All Regular Salaries Including New Positions	29,900.00
Temporary Salaries	6,500.00
Supplies	4,000.00
Printing/Publishing (Reports, VICC Materials, etc.)	7,500.00
Rental/Office Space (New and Larger)	8,745.00
Consultants	2,500.00
Telephone (New Installation and Phones Plus Rate Increase)	9,700.00
Postage	15,000.00
Staff Travel	3,000.00
Staff Mileage (Increased to Cover all Staff)	4,000.00
Office Equipment/Furniture	3,000.00
Office Insurance	750.00
Maintenance of Equipment (Service Contracts)	3,400.00
Meeting Expenses	500.00
Fiscal Agent (1% of Budget)	4,015.00
Contingency	3,000.00
Terminal Connection with St. Louis $60.00 per month	720.00
Staff Development	35,000.00
Parent Program	4,000.00
One-time Costs for Programming Computer	8,000.00
Moving Expenses	600.00
Office Renovation	2,000.00
Recruitment/Publicity (Brochures, Advertisements, etc.)	28,000.00
VICC BUDGET	**$357,064.00**

As of June 3, 1984

PURSUANT TO COURT ORDER H(2503)83

Relating to Tuition Incentive Payments to
Participating Districts in St. Louis and St. Louis County
And Deducting County-to-County Transfers
Effective February 21, 1984 as Recertified
Below and on Supporting Work Paper
In the Department of Elementary and Secondary Education *

Co.-Dist. No.	District	Due For the Year
096-088	Hazelwood	45,082
096-089	Ferguson	---
096-090	Pattonville	662,537
096-091	Rockwood	202,249
096-092	Kirkwood	413,408
096-093	Lindbergh	391,617
096-094	Mehlville	234,871
096-095	Parkway	1,170,296
096-098	Affton	236,067
096-099	Bayless	88,144
096-101	Brentwood	331,079
096-102	Clayton	613,353
096-103	Hancock	92,668
096-104	Jennings	---
096-106	Ladue	449,241
096-107	Maplewood	---
096-109	Normandy	---
096-110	Ritenour	481,115
096-111	Riverview Garden	---
096-112	University City	3,903
096-113	Valley Park	93,568
096-114	Webster Groves	348,120
096-115	Wellston	---
115-115	St. Louis	535,880
		6,393,198

* This information was received from the State Department of Elementary and Secondary Education.

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

BUDGET FOR 1984-1985

OBJECT OF EXPENDITURE

Staff Salaries	$ 213,256.00
Fringe Benefits/Insurance	35,410.00
Temporary Salaries	13,500.00
Supplies	6,500.00
Printing/Publishing (Reports, VICC Materials, etc.)	6,000.00
Rent/Office Space	8,745.00
Consultants	4,000.00
Utilities/Telephone	8,000.00
Postage	20,000.00
Staff Travel	4,000.00
Staff Mileage	4,000.00
Office Equipment/Furniture	7,000.00
Office Insurance:	
Package Coverage	500.00
Workers Compensation	725.00
Maintenance Contracts on Equipment	3,950.00
Meeting Expenses	1,500.00
Fiscal Agent (1% of Budget)	4,115.00
Staff Development	35,000.00
Parent Program	8,000.00
Recruitment/Publicity	30,000.00
VICC Audit	1,500.00
TOTAL	$ 415,701.00

MAGNET REVIEW COMMITTEE

	1983-84 APPROVED BUDGET $40,081.00	1983-84 REDUCED BUDGET $33,526.00
STAFF SALARIES	$27,962.00	$17,826.00
PURCHASED SERVICES		
Evaluation Team	2,500.00	3,500.00
Contracted Services	4,000.00	4,000.00
Rent	2,000.00	2,000.00
Regional Travel	1,000.00	500.00
Local Travel	600.00	1,000.00
Telephone System	919.00	1,300.00
SUPPLIES		
Supplies/Printing/Postage	200.00	600.00
CAPITAL OUTLAY		
Equipment	900.00	2,800.00
TOTAL	$40,081.00	$33,526.00

MAGNET REVIEW COMMITTEE

BUDGET FOR 1984-85

OBJECT OF EXPENDITURE	
Staff Salaries	$ 66,920.00
Fringe Benefits/Insurance	8,907.00
Supplies/Printing	3,500.00
Rent	4,000.00
Telephone	2,400.00
Postage	3,000.00
Staff Travel	1,200.00
Staff Mileage	1,500.00
Office Equipment	2,700.00
Contracted Services	2,000.00
Meeting Expenses	600.00
Fiscal Agent (1% of Budget)	997.00
Evaluation Teams	3,000.00
TOTAL	$100,724.00

VICC STAFF INVOLVEMENT

Throughout the year, the VICC counselors and social worker played a vital role in the recruitment and enrollment of new students; provided needed assistance to school staff, parents and students; and helped school districts strengthen relationships and communication between parents, teachers, and administrators.

The counselors and social worker worked with interdistrict parents and students as well as with school district staffs, focusing upon programs that looked at key issues in successful student adjustment after entry. In addition to recruiting students and processing applications, this staff was often called upon by school district personnel, parents and transfer students themselves to provide a range of services to families and professional staff.

Involvement with Students

The VICC counselors and social worker worked directly with approximately 153 children attending county schools and their families on issues such as attendance problems, bus and school referrals for discipline, and effective performance in the classroom.

VICC staff met with several groups of transfer students to learn from them about their reactions and general adjustment to their new school settings. The staff emphasized overall adjustment as it affected school staff and students (both resident and transfer) and student success socially and academically. The groups were structured by grade levels. Initial sessions involved only transfer students. These students were very open in sharing their thoughts and expressing feelings about their new school environment and the general efforts being made to help everyone accomplish a successful integrative environment.

These initial group meetings often resulted in a series of follow-up activities. Some of those activities were: 1) meeting with resident students in additional group sessions to address school social dynamics; 2) showing films on prejudice to students and staff; 3) follow-up sessions with groups of students and staff; 4) meeting with administrators to discuss student concerns and alternatives or resolutions to problems; and 5) meeting with faculty to inform them of students' perceptions and to present information from the counseling sessions with students. Responses to VICC staff by students and school personnel were favorable, and requests for assistance grew.

In other areas, the counselors and social worker counseled with individual students regarding academic progress and behavior. On occasion, VICC staff provided transportation to parents for school conferences.

Involvement with Parents

The VICC staff also spent many hours on the telephone talking with parents about school issues. While there was an increasing number of parents involved in school district orientations, open house activities and school conferences, districts still expressed concern about getting more parents involved in classroom activities and working with their children on homework. To address this issue, VICC staff participated in meetings with contact persons and school staff to discuss techniques for effective communication with and involvement of parents. It was stressed that some parents might be reluctant in their decision to participate in school activities due to cultural barriers or personal considerations, such as the lack of transportation and working hours.

To support the efforts of district staff, home visits and telephone conferences were made by VICC staff to encourage parents to become active partners in their children's education. Additionally, parents were asked to seek ways to car pool and to use public transportation to get to school activities.

In subsequent years, the VICC staff will continue to concentrate its efforts on exploring ways of increasing parent involvement in their children's new schools, and providing direct assistance to parents, students, and school district staffs whenever requested as a complement to the work the school districts are doing.

STAFF EXCHANGES/TRANSFERS

Section VI.I., page 4 of the Agreement states:

> Voluntary teacher exchanges will be encouraged to enhance desegregation efforts. The purpose of the teacher transfer and exchange program among metropolitan and county school districts is to enhance racial teacher balance and teacher integration experiences in the districts. Another purpose of this program is to foster attitudes of responsiveness, cooperation, and innovation in meeting educational challenges.

A list of conditions governs the transfer and exchange of staff from district to district. These conditions are found in Section VI.I.b, pages 4-7 of the Agreement.

VICC staff and the VICC Staff Exchange/Transfer Subcommittee developed an application and an agreement form to be completed by interested staff. Each school district informed its staff of the opportunities for participation in this program. Some districts made information available through staff bulletins and newspapers. Districts also advertised their available positions and forwarded a list of their vacancies to the VICC office. Staff members from both the city and county have applied and expressed interest in participating. The VICC feels that the guidelines for processing applications are realistic and, hopefully, will encourage participation in this component of the Agreement.

Guidelines for Processing Applications

The guidelines agreed upon by representative liaison staff from each school district are as follows:

Interested staff call the VICC office to request an application and/or additional information. Completed applications are returned to the VICC office and reviewed by the Executive Director for district choices, tenure status, and teaching interests. A copy of the application is sent to the staff member's home district, and a copy is forwarded to the

first district of choice. After the district receives the request for exchange or transfer, the district representative initiates the interview procedures and determines available positions and proper placement in accordance with the district's policies. If an exchange is accepted, the VICC is so notified. If the staff member cannot be accommodated, the copy of the application is returned to the VICC office to be forwarded to the next district of choice. During the 1983-84 school year there was only one staff exchange implemented, between the St. Louis Public Schools and the School District of Clayton.

By the end of this first year, the VICC office had received 35 applications for staff exchange or transfer which are being processed by the host districts. To date, none of these requests has been consumated for the 1984-85 school year. Teachers and administrators continue to apply. It may well be that the procedure was initiated too late in this school year to be effective for 1984-85 since many school districts had completed hiring by the time the transfer and exchange applications were submitted. If openings occur in schools this summer, personnel directors have indicated that these teacher exchange/transfer applications will be considered. If not, the process will be initiated earlier next year so that a pool of applicants can be considered at contract renewal time.

For this component of the Agreement to be implemented, school districts will need to set up procedures that will encourage staff exchanges or transfers and try to act earlier in the spring of 1985 when contracts are being renewed and positions become available. Exchanges and transfers of this kind are complex, and there are no easy solutions.

STAFF DEVELOPMENT ACTIVITIES

Innovative staff development activities continue to be a major focus of the VICC members and staff. Throughout this first year of the Agreement emphasis was given to the development and implementation of training programs to help staff be more successful in integrated settings. Some workshops focused upon ways of increasing student participation and achievement in schools. Others examined teaching styles, instructional strategies, and communication.

Each district assigned a staff development liaison person to identify staff needs, to coordinate training activities, and to provide district staff with information on training resources available through the VICC and other organizations.

Based on the results of the needs survey initiated by the VICC Staff Development Subcommittee, districts submitted proposals to VICC for funding consideration. Most proposals focused upon meeting the needs of staff in the following ranked areas:

1) Increasing awareness and understanding of cultural differences.
2) Positive peer relations.
3) Instructional strategies for students.
4) Effective schools research and practice.
5) Language barriers and how to handle communication more effectively.
6) How to work effectively with parents in areas of student discipline and achievement.
7) How to assist staff to understand that transportation problems must not affect student performance.
8) How to work with teacher attitudes.

Proposals for activities were developed by districts and recommended for funding by the VICC Staff Development Subcommittee. Guidelines based on the merits of individual proposals and their relevance to achieving the stated goals of the

Agreement were established by the subcommittee to facilitate proposal review and approval. A brief description of the training programs conducted by districts and co-sponsored by VICC during the 1983-84 school year follows.

Effective Discipline Workshop
and
Law-Related Education for Gifted Students Workshop

The Parkway School District conducted workshops on effective discipline and law-related education for gifted students. The Effective Discipline Workshop focused on teacher perceptions and expectations of students on how their behavior influences the way students act in the classroom. Effective discipline strategies were discussed in teams for ways to help students attain acceptable behavior skills.

The Law-Related Education for Gifted Students Workshop addressed the needs of 13 teachers and 400 students from the **Parkway School District** and **St. Louis Public Schools.** Information on law-related issues was provided by two consultant teachers from the city. Participants were faced with a personal hidden agenda of dealing with inner prejudices and coping with behavior in integrated settings.

Motivation and Student Achievement

The Maplewood School District held a two-day workshop on "Motivation and Student Academic Achievement" during April and May. The workshop objective was to learn practical motivational skills to increase achievement in the classroom. Approximately 183 teachers and administrators took part in the workshop. Staff felt that the presenters offered good suggestions to effectively motivate students of varying backgrounds.

Student Team Learning

In March the **Affton School District** hosted an "Awareness Conference on Student Team Learning," a nationally validated project from the Johns Hopkins University Center for Social Organization of Schools. Superintendents and members of VICC were invited to participate. John Hollifield from Johns Hopkins presented information on instructional strategies which have been proven to have a positive effect on race relations as well as significantly improving student achievement. Thirty educators from the county and the city and the Center for Instructional Improvement participated in the workshop.

Learning/Teaching Styles

The **Brentwood School District** hosted a workshop for 175 county and city participants on "Learning/Teaching/Administrative Styles: Their Effect Upon School Choices," presented by Dr. Anthony Gregorc. Participants were provided with the opportunity to examine personal styles in relation to their systems of thought and mediation abilities. Information on personal mannerisms, media, and environmental conditions which foster and frustrate student learning abilities was presented. Participants felt that Dr. Gregorc did an outstanding job presenting helpful information on teaching styles, the learning styles of students, and ways to improve the quality of instruction in integrated settings.

TESA Workshops

The **Lindbergh** and **Pattonville School Districts** conducted a series of workshops on "Teacher Expectation and Student Achievement" (TESA). These workshops focused on increasing teacher awareness and understanding of discriminatory behaviors exhibited in the classroom which signify to certain students that they are perceived as being low or high achievers. Teachers

were trained to use an interaction model that involves specific supportive and motivative techniques with low achievers to influence academic growth. The TESA training made teachers more aware of how they were perceived by students as well as about students' feelings about their own ability.

Teacher Perceiver Workshop

Teacher Perceiver Workshops were co-sponsored by the **School Districts of Clayton** and **University City** for personnel directors, curriculum supervisors, and administrators. Participants were trained in objective and scientific methods of staff selection and development. Teacher assessment techniques developed by SRI Perceiver Academies, Inc. of Lincoln, Nebraska, will enable participants to implement the staff recruitment requirements of the Agreement and develop and design strategies which will assist teachers to function effectively in integrated settings.

Effective Teaching

During the spring, a series of workshops on Madeline Hunter's Model for Effective Teaching were held in the **Webster Groves** and **Affton School Districts.** These workshops were designed to provide teachers with information in the teaching strategies known from research to be effective in raising student achievement. The **Affton** program was hosted in two parts. The first part of the program involved 250 participants from 15 school districts; the second part involved 170 participants. Joan Solomon, Director of Urban and Teacher Education, Missouri Department of Elementary and Secondary Education, provided an overview of the Hunter Model and a basis for developing a common language of teaching. Dr. Henry Givens, President of Harris-Stowe State College, keynoted the workshops by addressing the need to share the goal of working with all youth in integrated schools.

The **Webster Groves** workshop involved 51 teachers and administrators in a five-day workshop. The objectives were achieved through a series of demonstrations, hands-on experience, small group activities, lectures and video analysis. Specifically, staff were able to learn how to: 1) design strategies for instruction; 2) develop self-direction in students; and 3) effectively use motivation and reinforcement principles to increase learning. Thirty-five percent of the teaching staff indicated that training in teaching effectiveness and student motivation were high priorities for improvement of instruction of the **Webster Groves School District.**

Pairing and Sharing

In October, students from the **Affton School District** were paired with elementary students from the **St. Louis Public Schools** in a unique **Springboard to Learning Program** which focused on the early history of St. Louis. An overnight camping experience afforded the students and teaching staff an opportunity for outdoor learning and racially integrated pairing.

The **Normandy School District** sponsored a spring workshop on **"Art and Architure, Pairing and Sharing"** for 360 fifth grade students and teachers from several county school districts and **St. Louis Public Schools.**

In the **Ritenour School District,** efforts were initiated to pair teachers, counselors, and support staff with **St. Louis Public Schools** staff through school visits, field trips, idea exchanges relative to designing computer programs, teaching techniques, planning field trips for students to help suburban students understand the cultural differences between themselves and urban students and the uniqueness of urban environments. There were approximately 78 staff members from Ritenour who requested participation in these activities.

During the month of May, approximately 27 teachers from the **Parkway School District** and the **St. Louis Public Schools** were paired in a workshop to discuss mutual concerns and to share

ideas about alternatives for instruction and discipline. Teachers were able to discuss curriculum differences and to plan for joint field trips. The evaluation revealed that teachers saw a need to dispel stereotypical notions and myths about each other. The workshop will be offered again next year.

Other Training Activities

The **Parkway School District** conducted a workshop on "Desegregation and the Integrative Process" for a team of teachers, principals, reading specialists, social workers, counselors, and nurses. The workshop focused on effective strategies for promoting an effective and cognitive growth in integrated settings. Participants were made aware of the importance of good human relations skills in working with students.

The **Pattonville School District** sponsored two workshops on "Multicultural Understanding and Techniques for Reducing Cultural Stereotyping" for 125 middle school and high school teachers. The objective was to facilitate a greater understanding and acceptance of children from different cultural backgrounds to effect successful adjustments in newly integrated settings. Teachers were made aware of the need to reduce stereotyping of minority students.

The **Jennings School District** sponsored a workshop on computers for district and **St. Louis Public Schools** teachers. An introductory course on computers was presented with emphasis on how computers can significantly affect student learning, attitudes, and behaviors in positive ways.

The **Ritenour School District** sponsored a workshop on "Building an Awareness of Chemical Dependency" for 108 staff, students and parents. The major emphasis was on prevention and how drug abuse affects students of the 1980's.

The VICC staff used the services of a local expert child psychiatrist, Dr. Tony Earls. The discussion focused on helping staff to better understand issues that transfer students are

facing. The information prepared VICC staff to work effectively with district staff in solving student adjustment problems.

Two major conferences on "Educational Excellence With Equity" and "Facilitating Integration Through Multi-Cultural Education" were sponsored for metropolitan school staff and other interested persons by the Midwest Race and Sex Desegregation Assistance Centers and the Anti-Defamation League of B'nai B'rith. National experts and leaders in the educational field presented information on desegregation strategies, effective integration, racial and cultural factors related to teaching and learning, and leadership for effective schools.

There were other inservice activities held and funded by individual school districts. These were not sponsored by VICC and in many instances were not brought to the attention of the VICC.

COOPERATIVE PART-TIME ACTIVITIES

The St. Louis Public Schools' part-time integrative programs and activities have become an integral component of student involvement in the school desegregation plan. Through the efforts of the St. Louis staff who direct these programs and who have worked hard to gain participation by county districts and students, the involvement of students in these part-time activities has grown significantly. Staffs in both city and county schools are to be commended for their participation in such programs as **Consumer Education, Honors Art, Career Education, Student Leadership/Experiential Adventure Program, Pairing and Sharing, School Partnership Program, Springboard to Learning, English as a Second Language,** and **Chapter II High School Citizenship and Attendance Project.** Students and staff also participated during the year in the **University City Student Leadership Program** and other jointly sponsored programs.

Teachers interviewed about their involvement in these programs responded favorably with remarks such as, "This program provided an incredible experience for our students." From our perspective, the heightened demand on limited spaces in these activities was the major problem. Some activities were filled early in the school year and could not accommodate growing requests. The actual numbers of students involved do not account for the total number who requested participation and would have been involved had there been space.

Appendix C, page 1 shows that approximately 39,751 students from city and county schools took part in these part-time activities. This is a noticeable increase from the 29,359 students involved last year under the 12(a) Voluntary Plan (15 St. Louis County school districts participated at that time).

Consumer Education Program
St. Louis Public Schools

The City/County Consumer Education Program provided a practical, experience-based approach to helping young people develop habits, skills, and attitudes that will improve their effectiveness as consumers and producers now and in the future. It emphasized improving basic skills, developing decision-making and critical thinking skills, and improving economic and consumer knowledge.

The program was an ongoing instructional program that took place throughout the school year. Through the joint efforts of the classroom teacher, community resource people, and coordinators, students learned about their rights and responsibilities as consumers by reading advertisements and contracts carefully; recognized deceptive practices; understood the social and personal costs of shoplifting and vandalism; learned the importance of product safety; and discovered where to go for help with consumer problems.

Additional benefits from the program were gained through activities involving paired city and county classes. Each participating class in the county was paired with a class from the city. The two classes made reciprocal visits during which time the program coordinator, teacher, and resource persons conducted a variety of consumer economics activities and community involvement projects.

Approximately 1,000 students participated in this program. Appendix C, pages 2-6 lists the numbers of students and the activities in which they were involved.

Honors Art
St. Louis Public Schools

Honors Art is a magnet program which offers one-half day fine arts education to interested high school students and one

time art experiences to visiting students. Students attending Honors Art attend either a morning or afternoon session of fine arts classes while attending their regular high school the other half day.

The 4th R Gallery operated by students and staff is located in the Honors Art building. Works of art by students from city and county schools are displayed in the gallery. Throughout the school year teachers brought their students to visit the gallery and took part in an art experience taught by Honors Art staff. As a part of the Pairing and Sharing activities 413 students visited the gallery this past school year to participate in this experience. An additional 601 county public school students visited the gallery on trips of their own. These experiences offered by Honors Arts provide further opportunities for students to broaden their perspective, both artistically and culturally.

Career Education Program
St. Louis Public Schools

The Career Education Program staff worked with students in both city and county schools to provide a comprehensive career education program that was integrated into the existing school program. A total of 13,355 students were involved in this program either through the impact of materials checked out from the Career Resource Center, participation in the curricula programs grades 6 through 12, or by participation in workshops at various sites. The Career Education Program provided inservice training for educators in the use of the curriculum materials. Conferences at the center and business sites updated educators' information on careers and entry-level positions. This multi-faceted program continues to attract a strong core of educators who find it meaningful for their students. Student involvement in the curriculum programs continues to expand and the pairing conferences doubled in attendance.

Additional information concerning this program is provided in Appendix C, pages 7-11.

SL/EAP
St. Louis Public Schools

The Student Leadership/Experiential Adventure Program (SL/EAP) focused upon the development of student leadership and teacher training. SL/EAP is designed to improve racial integration through challenging student leadership activities that take place in outdoor settings. The varied environments - wilderness, city parks, rivers, caves, and rock bluffs - provide exciting neutral turfs for students and teachers from different school districts and backgrounds to work and learn together.

For children in grades 4 through 12 the program this year focused upon extended joint opportunities in a camping environment that lasted two to four days. The Student Outdoor Adventure Leadership Skills program, a special winter training program, provided training for over 100 selected high school students in elementary curriculum enrichment skills. These trained high school students then assisted many fifth and sixth grade camping programs. SL/EAP involved approximately 3,321 city and county students during the past school year.

Pairing and Sharing
St. Louis Public Schools

The Pairing and Sharing field trip program involved integrated and non-integrated city and county classrooms in shared activities at places of cultural, historic and civic interest. During the 1983-84 school year many new city and county pairings were formed as approximately 11,000 city and county students participated in a variety of programs. Many city and county classes participated in vocal and instrumental musical concerts at the St. Louis Art Museum, performing with one another.

City classes paired for numerous visits to a county district for math computer classes, while other county districts paired with city classes for a series of Art and Architectural sessions at University of Missouri-St. Louis and on guided bus tours to architectural sites.

Many city and county classes witnessed the performances by the Metropolitan Ballet of the "Nutcracker Suite" at the Scottish Rite Auditorium and "Swan Lake Act II Ballet" at the Art Museum Auditorium.

These visits offered an extension and supplement to classroom instruction and fostered cultural awareness and acceptance of people from different backgrounds. Most pairings were formed early in the school year and continued throughout the year.

Pairing and Sharing includes the activities described herein in its programming every year. Apppendix C, pages 12-18 provides additional information on these activities.

School Partnership Program
St. Louis Public Schools

The City/County School Partnership Program completed 127 programs for the school year of 1983-84. The School Partnership Program afforded a multitude of opportunities with businesses, governmental agencies, universities, and cultural organizations in the St. Louis metropolitan area.

Each program was the result of a teacher's stated goals and objectives to reinforce the instructional goals of the class. The initiating teacher joined with another classroom teacher from a different school district with the same interest (usually city and county pairing with a mixture of races). Cooperating business, government and university sponsors worked with the teachers on educational projects in subjects as diverse as medicine, polymer chemistry, law, archeology, architecture and creative writing. Cultural programs using the facilities of

various agencies in the metropolitan area exposed students to aspects of culture which would be unavailable in the regular classroom.

The two classrooms and their sponsors (the business or cultural organization) met for an average of three one-hour sessions throughout the school year. Many of the partnerships began their sessions during the first semester and continued into the second semester.

Of the.8,603 students who participated in city/county partnership programs during 1983-84, 4,496 were from city schools and 4,107 were from county schools. The students participated in 495 sessions. The business, university and government partnerships involved 4,630 city and county students. The cultural sponsors met with 3,973 city and county students. Appendix C, pages 19-35 gives a breakdown of school and student involvement.

Springboard to Learning
St. Louis Public Schools

The Springboard to Learning program provided an innovative, multi-disciplinary approach to learning for children. Several programs were available ranging from professional storytelling and puppeteering to an on-going program which immerses students into the cultures of other countries.

This not-for-profit organization provides specialists who are dedicated to motivating students and enriching the classroom curriculum. The format of this city/county program consists of 14 weekly visits to classrooms by Springboard teachers. Paired classrooms then come together so that pen pals can meet one another and share an enrichment experience built on the preceding program. Approximately 1,624 students were involved in paired activities this past school year. A list of these meetings is provided in the Appendix C, page 36.

English As A Second Language
St. Louis Public Schools

English As A Second Language (ESL) is offered in five regular St. Louis Public Schools to students in kindergarten through the twelfth grade who are non- or limited-English speakers. These students come from different parts of the world and are native speakers of many languages. During the 1983-84 school year, 12 students from the **Mehlville, Maplewood-Richmond Heights, Hazelwood,** and **Parkway School Districts** attended ESL programs in St. Louis Public Schools.

The students attended ESL for a minimum of one period to a maximum of three periods daily, depending upon their level of English proficiency. They were mainstreamed from the very first day in the total school academic and non-academic activities. As students' knowledge of the English language increased, the time spent in the ESL classroom decreased. All ESL students took a test twice during the year, once in October and again in May, to measure their progress. After they reached a certain level of proficiency as measured by the Language Assessment Scale, a nationally normed standardized test, they no longer needed to attend the program.

Chapter II High School Citizenship and Attendance Project
St. Louis Public Schools

Citizenship, according to Webster, is "the quality of an individual's response to membership in a community." The aim of the Citizenship Program was to develop in high school juniors a willingness and an ability to respond to their community. Students possess untapped and/or undeveloped abilities to serve their school, religious, social, and family groups. The students, through participation in a variety of experiential learning processes, were provided opportunities to develop their abilities while responding to others.

The experiential learning process blended adventure and academic activities. Students and faculty sponsors from city, county, and parochial high schools formed core groups to meet the challenges provided by the experiential learning process. The group was responsible for the accomplishment of the assigned tasks; individuals learned to use effective communication, decision making, planning, problem solving and negotiation skills so that the group could be successful in its efforts.

Students learned to risk failure and to deal with perceived negative peer responses within the core group. Dealing with these intangibles and developing specific skills provided the students a strong base for successfully acccomplishing assigned tasks.

Ten city high schools, five county high schools and two parochial high schools participated in the 1983-84 Citizenship Program. Each school recruited one or two faculty sponsors and three to five student participants.

The total number of participants was 85, (48 from the city, 27 from the county, and 10 from parochial schools). A roster of the participating schools is included in Appendix C, page 37.

University City's Magnet Student Leadership Program

The 1983-84 Magnet Student Leadership Program included four high schools in metropolitan St. Louis---Sumner and Soldan High Schools in St. Louis City and Kirkwood and University City High Schools in St. Louis County. The program began with a weekend retreat held at Camp Sherwood Forest in Lesterville, Missouri, in early November. In spite of the low temperatures, snow and lack of heat, the retreat was very successful. "Veteran students had a chance to become reacquainted, and 'rookies' (especially from Sumner, the newest member of the program) were welcomed and immediately made a part of the group.

The goals of the weekend were as follows: group development; communication skills development; clarification of leadership styles; and planning/committee assignments.

All goals were achieved and the students left with a clear sense of purpose and a carefully outlined plan for their training relative to the Fifth Grade Adventure Experience in May. All students were very excited by the idea of this adventure experience. During the 1983-84 school year, students who participated in this program were afforded the opportunity to practice their new-found skills in real-life situations in the form of an adventure program.

All activities of the entire year, including the fall and winter retreats as well as all Saturday training sessions, were designed so that students would receive the necessary training to plan and implement a four-day Fifth Grade Adventure Learning Program held in May, 1984, at Babler State Park. The program involved 100 fifth grade students, 25 from each high school attendance area. This program was unique in that the high school students implemented the entire four-day program entirely on their own. Adult staff only served as "backup" and in no way assumed leadership roles. The adventure program was an unqualified success. The initial anxiety felt by the students was replaced by the pleasure and happiness that came from making new friends and completing a task successfully. The entire outdoor program occurred without any problems; students, although exhausted, felt exhilarated by their success and enhanced sense of achievement. The adventure program had served its purpose, and the weeks of training had turned adolescents who studied leadership into adolescents who practiced it.

Jointly Sponsored Programs

Under the auspices of the Agreement, organizations joined together to co-sponsor festivals, workshops, and other programs for students and teachers. The joint efforts had a significant

impact on the schools involved. They provided cooperative use of scarce resources and strengthened positive attitudes about the school program. Within this new, exciting category were the **Oakland Yesteryear Festival** and a workshop for elementary teachers entitled **"The Past Around Us: The Cultural Formation of the St. Louis Region 1750-1890."**

Approximately 250 fourth grade children from **Baden School (St. Louis)** and **Mesnier School (Affton)** jointly participated in the **Oakland Yesteryear Festival.** These students experienced 15 different hands-on activities including folk art, quilting, woodworking, storytelling, weaving, Indian dances, and a traveling museum. The activities were held at Oakland House, the home of the Affton Historical Society. Other sponsors included the Affton Historical Society, School Partnership Program, Springboard to Learning, Student Leadership/Experiential Adventure Program (St. Louis Public Schools), and St. Louis County Parks. Quilting demonstrations were given by the Affton Cougar Quilters. Articles that appeared in area newspapers on the Oakland Festival are in Appendix C, pages 38 and 39.

"The Past Around Us: The Cultural Formation of the St. Louis Region 1750-1890" offered elementary teachers a five-day program aimed at familiarizing participants with the cultural formation of the St. Louis region during 1750-1890. Agencies involved in these workshops included the Missouri Historical Society, the St. Louis Art Museum, Jefferson National Expansion Historical Association, Missouri Botanical Gardens, and the School Partnership Program (St. Louis Public Schools). The extensive workshop agenda is printed in Appendix C, page 40 to give the reader a sense of its scope.

MAGNET REVIEW COMMITTEE

The Magnet Review Committee (MRC) began the major thrust of its activities following the February 8, 1984, opinion issued by the Eighth Circuit. In conjunction with the tasks spelled out in the Agreement, the opinion further clarified the duties assigned to the MRC and its role in implementing the magnet program component of the Agreement. MRC responsibilities fall into two main categories: Evaluation of Magnets and Approval of New/Expanded/Replicated Magnets.

During the second half of the 1983-84 school year, MRC chose to begin cautiously. One professional staff member (on a per diem basis) and one support staff person were hired until MRC could determine the extent of staffing needed to fully meet its responsibilities. For 1984-85, MRC will have the services of two professionals (1.75 full time equivalent) and one support staff person.

Evaluation of Magnets

This year, MRC developed a process for evaluating magnets and implemented this process in five city magnet schools. Evaluation forms and procedures were developed by MRC, reviewed with a group of ten magnet school principals on two occasions, and then reviewed again by MRC prior to Committee approval. The process included gathering data from both the magnet school and the host district; questionnaire responses of parents, staff, and students; and an on-site visit to each magnet school by a Visiting Evaluation Team.

This year site visits were conducted prior to compilation of other data. In the future, the evaluation procedure will involve gathering all data and questionnaire responses prior to the site visits. Information from the Visiting Teams will be used as one major source of data in writing the final evaluation reports on these magnets. The purposes of this year's initial evaluation were:

1. To provide information to parents and students about the quality of magnet programs available to them.
2. To provide information to the district(s) and magnet staff for purposes of program improvement.
3. To provide baseline data for subsequent longitudinal evaluation.
4. To determine whether or not the magnet programs should be continued and/or expanded.

All information compiled is for public use. It will be provided to the VICC, the MRC, the host district and magnet staff, parents, students, the Court, and other interested citizens.

Site Visits

Five Visiting Teams were established this past year. A total of 13 people served on the Visiting Teams, with some people serving on more than one team. Each team consisted of five or six people, and included at least one person each representing the following: the MRC, the Department of Elementary and Secondary Education, parents or the community, and an academic area specialist whose expertise coincided with the magnet emphasis.

After the team members were identified, a training session was conducted for members of the Visiting Teams. The purposes of this training session were to familiarize Team members with the process and materials, and to ensure that all Team members understood their responsibilities for the on-site visit. The following magnets were visited during May, 1984 by the Visiting Evaluation Teams:

Euclid	Montessori	K-3
Kennard	Naval Junior ROTC	9-12
Wade	Individually Guided Education	K-8
Wilkinson	Foreign Language Experience	K-8
Woerner	Individually Guided Education	K-8

Uses of Evaluation

One important element of the Visiting Team process was the feedback session with staff conducted at the end of the day's evaluation site visit. During these feedback sessions, Team members met with the principal, members of the school staff, and (in one case) parents to share observations and make preliminary recommendations. When the final reports are completed, they will contain very specific recommendations for program improvement. Follow-up will be carried out by MRC staff to observe the extent of implementation of these recommendations.

In addition to serving as a vehicle for reviewing and improving quality, the results of the evaluations will be used to provide information to the VICC Recruitment and Counseling Center for inclusion in the common information material which will be used for magnet school recruitment for the 1985-86 school year. This material will be prepared by the VICC and distributed in early fall, 1984. In addition, evaluation findings will be considered by MRC when considering future Requests for Approval for expansion or replication of existing magnets during the next cycle for magnets where evaluations have been completed.

Approval of New/Expanded/Replicated Magnets

The other major area of MRC responsibility involved approving additional magnets. The MRC developed forms and procedures for considering requests for approval of new, expanded, or replicated magnets. MRC received one such request for approval from a county district (Kirkwood), and seven such requests for approval from the St. Louis Public Schools.

In developing the review process, MRC required requesting districts to provide information specified in the Agreement, Section III.D, page 6. The Committee also discussed extensively its responsibilities regarding financial review of requests. The outcome of those discussions was that, since the opinion issued

by the Eighth Circuit established a Budget Review Committee, MRC should not duplicate BRC efforts. Therefore, MRC did not consider renovation costs in considering the requests for approval submitted by districts. Per pupil operational costs were considered in terms of their reasonableness and comparability to other similar programs and regular costs per pupil in the districts.

In order to carry out its review responsibilities, the MRC has begun to identify certain types of data needs, notably in regard to county applications to city magnet schools. In conjunction with the VICC data manager and the St. Louis Recruitment and Counseling Center, MRC has begun to develop a tracking system for county applications to city magnets. As part of this process, a data base containing information on county applications is also being developed. MRC expects that this data base will yield useful information for planning and carrying out other MRC functions in the future.

DATA MANAGEMENT ACTIVITIES

During the first year of the Settlement Agreement, the VICC implemented its own data management services to have access to information it needed on an ongoing basis and to regularly update such information. With the purchase and installation of an Exxon 520 information computer to support its operations, the VICC data management activites were concentrated in the development of core data bases along with the development and generation of management reports. Data bases developed to date include:

1. City to county transfer students enrolled.
2. County to county transfer students enrolled.
3. County to city transfer students enrolled.
4. Students who withdrew from the program.
5. City to county applications for transfer.
6. County to city applications for transfer.

From these core data bases, reports were generated to support the operations of the VICC office. These reports included data anaylsis, applications processing, student accounting, and a variety of special projects. The following are examples of reports produced on a routine basis:

APPLICATIONS STATUS REPORT: Used to identify and track the status of applications being processed for inter-district transfer, to respond to inquiries on status, and to check status when sending applications to districts for processing. So far, this has applied to city to county transfers only.

POOL REPORT: Used to identify the priority in which to process applications to county schools and to assure that the county district indicated by the applicant as first choice was granted on a first-come, first-served basis.

BEHAVIOR FORM REPORT: Used to follow-up on behavior forms that had not been returned by the student's current school so that the school could be contacted and forms requested. This applies to city-to-county transfers.

APPLICATIONS SENT TO DISTRICTS: Used to identify and calculate the applications that were sent to county districts for processing, to verify counts of applications sent by grade and to calculate pending requirements to meet county district goals for transfers.

MAGNET APPLICATIONS AND STATUS: Used to identify and track county applications for City Magnet Schools and to generate data for the Magnet Review Committee staff.

For student accounting purposes the following reports were produced on a routine basis:

ENROLLED STUDENTS BY DISTRICT: Used as a ready reference by VICC staff to verify enrollment with county districts, and to provide data on enrollment to VICC and the Court.

YEAR END REPORTS: Used for districts to report to VICC data on academic progress, attendance, suspensions, expulsions, and special education referrals and services so that the data could be analyzed and reported to the Court as required in the Settlement Agreement.

WITHDRAWAL REPORT: Used to indentify students who withdrew from the program and to analyze drop rates and reasons.

Special projects constituted a large part of data management staff work load. During the last year, special projects included: analysis of county to county transfer student transportation costs for the February hearing of the United States Court of Appeals for the Eighth Circuit; production of specially designed reports to assist the St. Louis Public Schools and the State's Desegregation Transportation Office in verifying transfer students by name, grade, etc., to assure accuracy of files and enrollment lists; processing of lists of new applications for transfer to assist the St. Louis Public Schools in analyzing potential transfers by school within that district; and analysis of parent, student, and faculty questionnaires for the Magnet Review Committee staff.

Activities for the coming year include: improvement of data base systems and report generation abilities, revision and

improvement of year-end reporting procedures for districts reporting required data to the Federal District Court, and improved records management procedures for the VICC office.

In order for VICC to continue to operate with efficient data services, its staff must have access to student data as it affects all transfer students. Procedures to provide VICC staff with accurate and updated information are being developed.

RESEARCH

The VICC has developed guidelines governing research on the Voluntary Interdistrict Transfer Program. The VICC recognizes that research is an integral part of educational improvement and encourages such activities. A policy relating to conducting research was developed by the Policies and Procedures Subcommittee and approved by the VICC (see VICC handbook of Policies, Procedures, and Guidelines, Sec. 2, page 18). Persons interested in conducting research must submit a statement of purpose to the VICC office defining the objective of the proposed research. Participation in research projects is voluntary on the part of participating school districts and the parents and students who attend their schools. Results of the research shall be reported to the VICC, and at all times researchers shall maintain the confidentiality of participants in their research projects.

This year a research project conducted by Dr. Charles V. Willie from Harvard University was approved by the VICC. The project will describe the experiences of participants (staff, students, parents, and administrators) after one year of the implementation of the Agreement. The purpose is to prepare a description of this first year, to answer questions regarding whether adjustments may be necessary in the future, and to compare experiences among participants. The study will be accomplished through the use of focus groups designed to create a record of the personal experiences of individuals during this past year.

Preliminary and final reports will provide a descriptive record of this first year and will be written from the perspective of those persons involved who will draw from their own experiences. The report will give key educational policy makers in the school districts the opportunity to find out from other perspectives what happened during the first year, whether the programs were consistent with the intent of the Agreement, how the momentum can be sustained, and/or what changes may be necessary. A preliminary report will be available in September and a final report will be ready in December, 1984.

SECTION III

YEAR-END DATA ANALYSIS

The Agreement states that the VICC "shall provide for the collection of data providing evidence of compliance and assurance of nondiscriminatory treatment" of interdistrict transfer students (Section IX.J.2.h.1, page 6). This section of the report will deal with data in the areas of attendance, promotions and retentions, suspensions and expulsions, withdrawals and reasons, special education referrals and services, and extra-curricular activities.

Data will be reported for the total of all transfer students in each category. Since the data being reported is for one year only, there is no basis for comparison. Thus, this year the data shall be reported in overall percentages, averages, or actual numbers. Many responses were not complete for all questions; thus responses reflect only totals as reported to VICC. Tables 14 and 16 provide summary data on an individual school district basis on enrollment, attendance, promotions, retentions, suspensions, special education, and participation in extra-curricular activities.

ATTENDANCE

Attendance for all transfer students was, for the most part, very commendable. The data substantiated that 88 percent of transfer students attended school 86 percent of the time (approximately 154 days out of 174 days) and 81 percent of the students attended 90 percent of the time (157 days).

Table 7 shows attendance data for all students attending the full year. Only a small percentage of the students (seven percent) missed more than 30 days of school this past year.

TABLE 7

ATTENDANCE REPORT
ON INTERDISTRICT TRANSFER STUDENTS
(1983-84)*

Days Attended	K-5	6-8	9-12	All Levels	Cumulative Percentage	Percent of Students
175	11	14	22	47	2%	2%
174	29	19	15	63	4%	2%
173	28	21	16	65	6%	2%
172	42	26	27	95	10%	3%
171	52	40	38	130	14%	5%
170	71	46	39	156	20%	5%
165-169	334	202	187	723	45%	25%
160-164	256	150	174	580	65%	21%
155-159	185	127	111	423	81%	15%
150-154	90	59	68	217	88%	8%
145-149	51	26	44	121	93%	4%
Less than 145	56	71	84	211	--	7%
TOTALS	1,205	801	825	2,831		100%

*Includes only the students who attended the full year.

PROMOTIONS/RETENTIONS

Table 8 reviews the promotions and retentions of students in the interdistrict transfer program. As is noted 90 percent of the students overall were promoted and 10 percent retained. The largest retention rate was at the high school level which is not uncommon in schools in the metropolitan area. There were high school students who entered grades with not enough credits and were asked to repeat that grade to earn sufficient credits for graduation. Also, 79 transfer students graduated this year.

We note from the high school reports returned to the VICC office (821 reports) that 63 percent of those students who completed the year received 5 or more credits. The average credits earned during the year was 4.75. These data are meaningful at this time only from the standpoint that students need between 4.5 and 5 credits per year for promotion. Often students earn more than 5 credits. The range of credits earned this past year was from 1.5 to 8.0. At the end of the 1984-85 school year and in subsequent years, the increases and decreases in credits earned will be reported and the historical data will provide greater detail for examining the progress of multi-year participants in the program.

TABLE 8

PROMOTIONS AND RETENTIONS
(1983-84)

Grade Level	Total Reports	Number Promoted	Percent Promoted	Number Retained	Percent Retained
K-5	1,205	1,121	93%	84	7%
6-8	801	759	95%	42	5%
9-12	744	617	83%	127	17%
TOTAL	2,750*	2,497	90%	253	9%

The number of graduates this school year was 79.

*Two students from Honors Art were not included in this table. Honors Arts is a part-time magnet program and does not promote or retain.

SUSPENSIONS

The VICC has reviewed the suspension data reported by the schools that received interdistrict transfer students. VICC is pleased to report that of the information received on interdistrict transfer students (including those who withdrew from the program during the school year), 93 percent of the students enrolled presented no major disciplinary concerns. There were 222 students who were suspended a total of 357 times. The duration of suspensions ranged from one day to four days or more. Overall this year seven percent of transfer students received some kind of suspension and none were expelled. It is to be noted that a higher percentage of high school students was suspended than students at other grade levels. A survey of the districts participating in the Agreement indicated that this trend is similar to the suspensions for resident students.

Table 9 explains in detail the number of students suspended, the number of days of suspension, grade levels, and overall percentages of students suspended. The reasons for suspensions varied greatly. Primarily, students were suspended for fighting, excessive tardiness, insubordination, vulgarity, harrassing other students, failure to follow school rules, bus disturbance, and theft.

TABLE 9

SUSPENSIONS
(1983-84)

Grade Level	NUMBER OF SUSPENSIONS BY DURATION				Total Suspensions	Total Number of Students Suspended	Reports Received	Percent of Students Suspended
	1 Day or Less	2 Days	3 Days	4 or More Days				
K-5	7	15	23	13	58	34	1285	3%
6-8	13	13	43	31	100	56	885	6%
9-12	66	15	65	43	199	132	946	14%
TOTALS	86	43	131	87	357	222	3116	7%

NOTE: This table includes students completing the 1983-84 school year and those who withdrew during the year.

WITHDRAWALS

Student withdrawals are a regular aspect of attendance and always a concern for schools. It is the desire of VICC staff to carefully track withdrawals and work on decreasing the number as much as possible by encouraging conferences prior to withdrawal, developing a more effective reporting system, and working on those factors indicated by students as reasons for withdrawal.

Overall, the withdrawal rate for participants in the interdistrict transfer program for 1983-84 is ten percent across the board. The withdrawal rate is higher for students transferring from the county to the city than for students transferring from the city to the county. Among the major reasons for withdrawals were:

- Moving out of the area or to a district where transfer is not available (18%).
- Returned to home district (13%).
- Transportation problem (12%).
- Enrolled in a city magnet or private school (7%).
- Other: personal/family/discipline (15%).
- Not reported to VICC (35%).

Table 10 gives the data on withdrawals for the past school year.

TABLE 10

WITHDRAWALS BY GRADE LEVEL
THROUGH APRIL 1984

	Number of Students	
Grade Level	Attending County Districts	Attending City Magnets
K	2	2
1	13	5
2	10	6
3	9	3
4	12	4
5	6	3
6	17	5
7	19	5
8	21	5
9	37	18
10	34	8
11	18	11
12	6	1
TOTAL	204	76

Total withdrawals through April 1984 were 280.

SPECIAL EDUCATION

Referrals

During the 1983-84 school year, a total of 173 interdistrict students transferring to county schools were referred for special educational services. Of that number, 152 students were city-to-county transfers and 21 were county-to-county transfers. Of the 2,204 city-to-county students in April, 1984, seven percent were referred for diagnosis. Of the 292 remaining county-to-county transfers, seven percent were referred for diagnosis.

Services

Table 11 shows that evaluations were completed on 95 of the 152 referrals of city-to-county transfer students. Those students who were not evaluated this year (57) will either be evaluated during the summer or at the very beginning of the 1984-85 school year so that, if needed, services can be provided shortly after school starts.

Of the students who were evaluated, 65 were diagnosed as needing resource services. The diagnoses ranged from language impaired, to learning disabled, to behaviorally disordered, to mentally handicapped and vision impaired. Table 12 (an addendum to Table 11) includes information on the 95 students who received evaluations, the districts they attend, and the diagnosis and program recommended.

Other special services were provided by individual districts to students. Those services, as reported to the VICC, are delineated in Table 13.

Twenty county students attending city schools are receiving services from the Special Education Division. The areas of service are speech and language and resource room assistance.

TABLE 11

SPECIAL SCHOOL DISTRICT

VOLUNTARY TRANSFER STUDENTS
FROM ST. LOUIS CITY
(1983-84)

District	Referred	Evaluated	Referrals Dropped	Receiving Services
Affton	4	2	1	1
Bayless	1	1	0	1
Brentwood	6	6	0	3
Clayton	11	7	0	3
Hancock Place	9	9	0	8
Kirkwood	8	7	0	6
Ladue	3	1	0	1
Lindbergh	9	2	0	2
Mehlville	10	7	2	6
Parkway	32	21	0	12
Pattonville	17	12	1	8
Ritenour	7	1	2	1
Rockwood	19	7	0	7
Webster Groves	16	12	0	7
TOTALS	152	95	6	65

TABLE 12

SPECIAL SCHOOL DISTRICT ADDENDUM
VOLUNTARY TRANSFER STUDENTS
FROM ST. LOUIS CITY
(1983-84)

District	Number Evaluated	Diagnosis/Program
Affton	2	1 Learning Disabled 1 Learning Disabled/Lang. Impaired
Bayless	1	1 Learning Disabled/Lang. Impaired
Brentwood	6	2 Learning Disabled/Lang. Impaired 1 Behaviorally Disordered 3 Non-handicapped
Clayton	7	1 Speech-Language Impaired 2 Learning Disabled 1 Behav. Disordered/Lang. Impaired 1 Vision Impaired 1 Language Impaired 1 Non-handicapped
Hancock Place	9	5 Learning Disabled 1 Mentally Handicapped 2 Behav. Disordered/Learning Disabled 1 Behaviorally Disordered
Kirkwood	7	3 Learning Disabled 1 Learning Disabled/Lang. Impaired 1 Behaviorally Disordered 1 Learning Disabled/Speech Impaired 1 Non-handicapped
Ladue	1	1 Learning Disabled/Lang. Impaired
Lindbergh	2	2 Learning Disabled/Lang. Impaired
Mehlville	7	2 Vision Impaired 1 Non-handicapped 1 Learning Disabled 1 Language Impaired 1 Lang. Impaired/Behav. Disordered 1 Learn. Disabled/Behav. Disordered

TABLE 12
(Continued)

District	Number Evaluated	Diagnosis/Program
Parkway	21	3 Mentally Handicapped 2 Behaviorally Disordered 11 Learning Disabled 1 Learning Disabled/Speech Impaired/ Language Impaired 1 Learn. Disabled/Behav. Disordered 1 Non-handicapped 2 Lang. Impaired/Learning Disabled
Pattonville	12	3 Behav. Disordered 1 Non-handicapped 5 Learning Disabled 1 Learn. Disabled/Behav. Disordered 1 Learn. Disabled/Language Impaired 1 Behav. Disordered/Lang. Impaired
Ritenour	1	1 Behaviorally Disordered
Rockwood	7	4 Learning Disabled 3 Non-handicapped
Webster Groves	12	2 Non-handicapped 1 Language Impaired 2 Behaviorally Disordered/Learning Disabled/Language Impaired 1 Behav. Disordered/Learn. Disabled 1 Men. Handicapped/Behav. Disordered 3 Learning Disabled 1 Mentally Handicapped 1 Behaviorally Disordered/Learning Disabled/Speech-Lang. Impaired
TOTAL NUMBER EVALUATED	95	

TABLE 13

OTHER SPECIAL SERVICES NOT CONSIDERED SPECIAL EDUCATION
PROVIDED BY INDIVIDUAL SCHOOL DISTRICTS
(1983-84)

Service	Number of Students
Speech/Language	17
Reading/Spelling	55
Math/Writing	2
Extended Resources	1
General	7
Chapter I	6
Enrichment	2
Language Arts - Gifted	6
TOTAL	96

TABLE 14

SUMMARY YEAR-END DATA REPORT: BY DISTRICT
(1983-84)*

District	Enrollment		Attendance	Promotions	Retentions	Suspensions		Special Education		
	Enrolled (June'84)	Dropped (During Year)	(Full Year) Average/Days			Total Days	Total Students	Referred/Diagnosed/Received Evaluated	Needing	Services
Affton	91	15	165	87	4	25	13	6	5	2
Bayless	53	8	165	46	7	10	5	1	1	1
Brentwood	93	5	165	87	6	15	13	6	6	6
Clayton	122	3	165	120	2	-	-	11	7	7
Hancock	86	10	165	73	13	68	32	9	9	9
Hazelwood	24	1	165	19	5	2	2	-	-	-
Kirkwood	184	20	165	152	32	22	13	8	7	7
Ladue	123	6	165	117	6	3	2	3	1	1
Lindbergh	194	13	160	171	23	25	14	9	2	2
Mehville	153	23	165	136	17	9	8	10	7	7
Parkway	491	49	160	439	52	43	31	32	21	21
Pattonville	283	19	160	274	9	9	7	17	12	12
Ritenour	288	19	160	282	6	37	21	7	1	1
Rockwood	104	7	165	87	17	17	13	19	7	7
St. Louis	350	110	165	326	24	28	23	-	20	20
U. City	5	-	165	4	1	-	-	-	-	-
Valley Park	28	8	160	20	8	17	9	-	-	-
Webster (inc. Hudson)	160	18	160	139	21	30	17	16	12	12

*Numbers based on forms returned by districts not on total enrollment

EXTRA-CURRICULAR ACTIVITIES

All interdistrict transfer students have been encouraged to fully participate in all school programs, including extra-curricular activities and any other school sponsored programs. We are pleased to report that during the 1983-84 school year many students were involved in a variety of extra-curricular activities at all levels. In late spring a survey was sent to all students asking them to provide information about their involvement in extra-curricular activities.

Activities

Elementary Students

The activities in which students were involved at this level were divided into the following categories: academic, cultural, athletic and other. Academic areas covered computer programs, foreign languages, outdoor education, science fairs, teacher assistance of some kind, library work and mini courses.

In the cultural area, students participated in field trips, instrumental music, chorus, performance programs of all levels and St. Louis Symphony programs.

In sports, students took part in gymnastics, basketball, track and field, soccer and baseball.

Other activities in which students participated were class officers, camping, scouting, student council and various clubs.

Middle School Students

Activities were divided into the same areas as elementary. For the middle school students, the academic area included book club, computer programs, home economics, gifted programs, foreign language, teacher assistance, debate library and black literature club. The cultural activities consisted of drama, band, talent show, dance, chorus and art. Sports included basketball, football, softball, volleyball, wrestling, swimming,

intramurals, soccer, field hockey, tennis, track, weightlifting and cross-country. Other activities mentioned were chess and checkers, working on school newspapers, aerobics, cheerleading, student council, pom-pom sqad, various clubs, class officer, patrol, teacher assistance and student of the year.

High School Students

High school students were equally involved in extra-curricular activities. At the high school level, we found that in the academic area activities included foreign language programs, black awareness, computer, gifted and debate activities. In the cultural area, they participated in drama, music and dance. They participated heavily in sports including baseball, basketball, football, track, tennis, softball, volleyball, soccer, field hockey, wrestling, water polo and weightlifting. In the category of other, students were cheerleaders, class officers, drill team members, pep club, newspaper staff, talent show members, and student council and club members.

Participation

Of the 2,867 students who participated at some time in the interdistrict program during this school year, we have received responses from 2,546 students. The following information is based upon responses received.

At the elementary school level, of the 1,191 responses, we have 637 students who did not participate in after-school activities; 362 who participated in one activity; 124 who participated in two activities; and 68 who participated in three or more activities. It is encouraging to note that on the elementary level alone one-half of the students participated in one or more extra-curricular activities this first year of the program.

We have received responses from 650 middle school students. Of the number who responded, 223 did not participate in extra-curricular activites (about one-third of the students). Of the

remaining students, 140 participated in one activity; 92 participated in two activities; and 195 participated in three or more activities for a total of 427 middle school students who took part in various extra-curricular activities.

Participation of high school students was again varied. A little less than half the students did not participate in extra-curricular activities. Of those who did participate 157 took part in one activity; 114 took part in two activities; and 103 took part in two or three activities.

When asked why they did not participate, students responded: because of transportation problems, not interested, had no time, had to bring up grades, got home too late, certain activities not offered by their district, and did not make the team.

In summary, it is encouraging to note that overall 59 percent of the transfer students participated in one or more extra-curricular activities this first year. Broken down by grade levels, we find that 47 percent of elementary students, 72 percent of middle school students, and 58 percent of high school students were participants. Table 15 shows participation at all levels.

All school districts should be commended for encouraging extra-curricular participation for transfer students. After one year, the trend for such participation appears to be excellent.

TABLE 15

PARTICIPATION IN
EXTRA-CURRICULAR ACTIVITIES
(1983-84)

	NUMBER OF ACTIVITIES				
GRADE LEVEL	None	One	Two	Three or More	TOTAL Participation
Elementary	637	352	124	68	554
Middle	223	140	92	195	427
Senior High	331	157	114	103	374
All Levels	1191	659	330	366	1355

TABLE 16

SUMMARY EXTRA-CURRICULAR/AFTER-SCHOOL ACTIVITY PARTICIPATION BY DISTRICT (1983-84)*

District	K - 5		6 - 8		9 - 12		K - 12	
	Total Returned	Total Participated	Total Returned	Total Participated	Total Returned	Total Participated	Total Returned	Total Participated
Affton	30	15	28	27	30	9	82	51
Bayless	20	4	19	3	14	7	53	14
Brentwood	35	11	5	5	29	21	69	37
Clayton	80	58	16	10	25	22	121	90
Hancock	47	7	26	15	15	10	88	32
Hazelwood	11	2	0	-	13	13	24	15
Kirkwood	47	22	46	10	63	33	156	65
Ladue	46	27	17	14	61	42	124	83
Lindbergh	76	37	50	39	52	35	178	111
Mehville	74	23	28	19	48	18	150	60
Parkway	236	102	82	68	58	42	376	212
Pattonville	133	63	128	97	11	9	272	159
Ritenour	80	31	89	43	73	35	242	109
Rockwood	63	35	36	26	8	7	107	68
St. Louis	97	40	80	61	145	38	322	139
U. City	0	-	0	-	0	-	0	-
Valley Park	15	2	0	-	12	10	27	12
Webster (inc. Hudson)	101	75	0	-	48	17	149	92

*Numbers based on forms returned by districts, not on total enrollment.

SECTION IV

CONCLUSIONS

This document has attempted to reflect as accurately as possible the implementation of the student transfer and teacher exchange provisions of the Agreement as well as report on other aspects of the Agreement that are the responsibility of the VICC to administer.

Out of this first year's experience come several issues and concerns that need to be addressed.

ISSUES TO BE ADDRESSED

Transportation

There were numerous problems with the transportation of students at the beginning of the year and throughout the first part of the school term. Because large numbers of students were placed late in August and right up to the opening of school, it was not possible for the Desegregation Transportation Office to complete routing with sufficient lead time. This meant that drivers did not have time to familiarize themselves with their assigned routes and parents did not receive adequate notification about routes, pick-up points and times. Routes changed much too often for children, and there was little continuity with times, same bus drivers or routes for several months. Once students were routed, they had to be accommodated on buses that were late, miss part of the beginning of the school day, and adjust to difficult arrangements for after-school pick up.

In response to this the Desegregation Transportation Office has added additional staff and equipment. Transportation staff have requested that all changes be in writing and sent to them in early June and that as many students as possible be accepted by August 1 so that all routing can be done in time for the beginning of school.

The transportation system must become more effective, or the plan will lose transfer students as it did last year. All efforts are being made at this time to improve the process, and the VICC will monitor it closely during the 1984-85 school year.

Staff Exchanges and Transfers

This past year there was only one staff exchange implemented between the School District of Clayton and the St. Louis Public Schools. While the interest of staff is beginning to increase, there are several unresolved issues. The VICC Staff Exchange/Transfer Subcommittee felt that unless there is a recommended, meaningful monetary bonus offered in this program, there will be difficulty attracting teachers. The VICC did not vote unilaterally for one standard bonus even though the amount of $2,500 was recommended, voted on and approved as a suggested figure. School districts need to continue to take an active role in encouraging staff to participate in these exchanges along with trying creative ways to accommodate requests for transfer from teachers. It is encouraging that more teachers are applying for this experience; yet there is difficulty in finding placement and actually consumating these exchanges and transfers.

Matching Requests for Transfer with Available Spaces

More flexibility in accepting students at all grade levels would enhance the program. The VICC office received many requests for grades where schools had very little space. With increased flexibility, more transfer students will be accommodated and more non-enforceable goals will be fulfilled.

One way to address this issue is to provide data on grade levels of available applicants to county school districts on a regular basis, especially those districts having trouble attracting city students, and encourage those districts to reconsider their policy of identifying spaces.

Recruitment

This year recruitment activities could not begin until after February 8, which was late in the school year. There is a need to start recruitment early and do an extensive job in both the county and the city. It is important that VICC staff get involved in parent meetings, community meetings, and actually talk with students in the county as well as in the city to increase the number of potential applicants for schools in the city and the county. Earlier recruitment should lead to early applications and acceptances and help relieve the difficulty in arranging transportation for students.

Recruitment Centers

The definition of the roles and relationships between the two recruitment and counseling offices needs to be clarified so that everyone knows who has the ultimate responsibility for recruitment and placement of city-to-county transfers and county-to-city transfers. There needs to be clear lines defining roles in the counseling and retention aspect of transfer students, along with recruitment and data gathering functions. It is hard to have two centers operating concurrently unless roles and relationships are defined for the benefit of all staff and the program at large.

APPENDIX A

VICC MEMBERSHIP AND SUBCOMMITTEES

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)

MEMBERS

1983-84

SCHOOL DISTRICT/ ORGANIZATION	REPRESENTATIVE	ALTERNATE
Affton	Mrs. Gay Tompkins	Dr. Norman Brust
Bayless	Mr. George E. Baxter	Mr. Raymond O. Schwerdt
Brentwood	Mr. Doulas Cormack	Dr. Raymond E. Bentz
Clayton	Dr. George W. Fairgrieve	Dr. Geoffrey Morrison
Ferguson-Florissant	Dr. Daniel B. Keck	Dr. George Fritz
Hancock Place	Mr. Robert Bauer	Mr. Roger Brodbeck
Hazelwood	Dr. Thomas J. Lawson	Mr. Jean E. Eaker
Jennings	Dr. William Bell	Dr. Elmer Belsha
Kirkwood	Dr. Thomas N. Keating	Mr. Bernard Reinert
Ladue	Dr. Charles D. McKenna	Dr. Elizabeth F. Schwartz
Lindbergh	Dr. Gary K. Wright	Dr. Elma Armistead
Maplewood-Richmond Hgts.	Mr. Jerry L. Elliott, Jr.	Mr. Robert E. Moore
Mehlville	Dr. Marvin Anthony	Mr. Charles R. Gartner
Normandy	Mr. Donald Paulsen	Dr. James E. Westbury
Parkway	Dr. E. R. Edmunds	Mrs. Gail Y. Allmon
Pattonville	Mrs. Trenay Overall-Wallace	Dr. Donn W. Gresso
Ritenour	Dr. Gerald M. Sandweiss	Dr. J. L. Moody
Riverview Gardens	Dr. Edwin J. Benton	Dr. George E. Kiser
Rockwood	Mr. Tom J. Krebs	Dr. William R. Foster
St. Louis	Mr. Glenn Campbell	Dr. Dolores Longley
University City	Dr. Rosie N. Doughty	Mr. Gary Dwyer
Valley Park	Dr. John J. Cleary	Ms. Lana Vlahiotis
Webster Groves	Dr. Max Wolfrum	Dr. Jeff Orloff
Wellston	Dr. Jon Lokensgard	Mrs. Elizabeth McDaniels
DESE	Dr. Albert L. Walker	Mrs. Joan Solomon
Liddell Plaintiffs	Mrs. Minnie Liddell	Mr. Doc Netterville
NAACP	Dr. James A. DeClue	Mrs. Odessa W. Farrell

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)

SUBCOMMITTEES

1983-84

POLICIES AND PROCEDURES

Dr. Gary K. Wright, Lindbergh, Chairman
Mr. George E. Baxter, Bayless
Mr. Jean E. Eaker, Hazelwood
Mrs. Odessa W. Farrell, NAACP
Dr. George Fritz, Ferguson-Florissant
Dr. Dolores H. Longley, St. Louis Public Schools
Mr. Doc Netterville, Liddell Plaintiffs
Dr. Albert L. Walker (or Rep.), DESE
(Mrs. Gay Tompkins, Affton, Liaison)

TRANSPORTATION

Mr. Don Paulsen, Normandy, Chairman
Mr. Roger Brodbeck, Hancock Place
Mr. Glenn Campbell (or Rep.), St. Louis Public Schools
Dr. John J. Cleary, Valley Park
Dr. E. R. Edmunds, Parkway
Mr. Tom J. Krebs, Rockwood
Dr. Albert L. Walker (Dennis Hamann), DESE

MAGNET REVIEW COMMITTEE

Dr. Thomas N. Keating, Kirkwood, Chairman
Mr. Glenn Campbell, St. Louis Public Schools
Mrs. Minnie Liddell, Liddell Plaintiffs
Dr. Anne E. Price, St. Louis Public Schools
Dr. Albert L. Walker (or Rep.), DESE
Dr. Max Wolfrum, Webster Groves

STAFF EXCHANGES

Mr. Glenn Campbell, St. Louis Public Schools, Chairman
Dr. Bill Bell, Jennings
Mr. Doug Cormack, Brentwood
Dr. Rosie N. Doughty, University City
Dr. George W. Fairgrieve, Clayton
Mrs. Elizabeth McDaniels, Wellston
Dr. Albert L. Walker, DESE

STAFF DEVELOPMENT

Mr. Jerry L. Elliott, Maplewood-Richmond Heights, Chairman
Dr. Edwin J. Benton, Riverview Gardens
Mr. Charles R. Gartner, Mehlville
Mrs. Trenay Overall-Wallace, Pattonville
Dr. Gerald M. Sandweiss, Ritenour
Mrs. Joan Solomon, DESE

APPENDIX B

RECRUITMENT AND PUBLICITY

IT'S YOUR CHOICE

Take It!

VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 878
St. Louis, MO

NEW SCHOOL CHOICES

Available through
The Voluntary Interdistrict School Desegregation Plan.

VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

APPLICATION INSIDE

A MORE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES

Now, through the St. Louis Voluntary School Desegregation Plan, black students may transfer to most St. Louis County School Districts. Your child has a choice of attending 16 different districts which are accepting students from predominantly black schools. All transfers receive the same opportunities and services as resident students.

THREE STEPS IN THE PROCESS

WHAT DO YOU DO TO APPLY?

- fill out one application for each child you wish to transfer (one enclosed)
- mail it to the Voluntary Interdistrict Coordinating Council, 10601 Clayton Road, St. Louis, MO 63131

TODAY!

WHAT DOES THE VOLUNTARY INTERDISTRICT COORDINATING COUNCIL DO?

- put applications in date order, as received
- ask the child's school for a behavior report
- send application and behavior report to a county school district in a first come - first served order

WHAT DOES THE COUNTY SCHOOL DISTRICT DO?

- contact you to come out for a visit
- enroll your child during the visit
- send for child's school records
- arrange for transportation

QUESTIONS PARENTS ASK

WHO CAN TRANSFER?

- black students who attend predominantly black schools

WHAT DOES IT COST?

- there is no cost to parents who send their children to a county school

CAN MY CHILD TAKE PART IN AFTER SCHOOL SPORTS & CLUBS?

- yes
- and there will be transportation home

HOW WILL MY CHILD GET TO SCHOOL?

- transportation is provided by school bus at no cost to you

WHY SHOULD MY CHILD CHANGE SCHOOLS?

- new opportunities
- new studies
- new friends
- parent choice of school setting
- multi-cultural experiences

DO YOU HAVE A QUESTION?

- call the Voluntary Interdistrict Coordinating Council - 432-0079
- call the Recruitment and Counseling Center - 771-4500

WHICH SCHOOL DISTRICT SHOULD YOU CHOOSE?

SEE INSIDE!

VOLUNTARY INTERDISTRICT
COORDINATING COUNCIL

OFFERS SPECIAL PROGRAMS, FEATURES &FACILITIES

All schools are rated AAA.

KIRKWOOD Kirkwood, MO 63122

- Personalized approach to strong basic skills in the schools
- Nationally acclaimed middle schools offering team teaching, fine and practical arts, gifted and remediation programs
- Vocational internship programs at the high school level
- Remedial and gifted programs; honors and college credit courses at the high school level
- Complete library and computer center at each school
- Student population is 4,535. Pupil-Teacher ratios are: elementary, 21:1; junior high, 18:1; senior high, 19:1

HAZELWOOD Florissant, MO 63031

- Mastery of minimum basic skills in all areas
- Extensive inservice program to improve and update teaching skills
- Strong discipline and attendance policies
- Gifted programs, grades K-6; 7, 8 and high school honors programs
- Extensive summer school program
- Classes range from advanced to vocational
- Student population is 16,495. Pupil-Teacher ratios are: elementary, 22:1; junior high, 23:1; senior high, 24:1

BAYLESS St. Louis Co., MO 63123

- Bayless Middle (grades 7-8) departmentalized
- Guidance counselors in all schools
- Full-time reading specialists in each school
- Foreign language instruction includes Latin
- Libraries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,304. Pupil-Teacher ratios are elementary, 22:1; junior high, 21:1; senior high, 16:1

RITENOUR Overland, MO 63114

- Computer assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, shop, theatre and writing
- Instrumental music program in the elementary schools
- Student managed District radio station
- A vocational program at the high school; vocational prep middle school
- Swimming pool; media center; strong counseling program
- Student population is 6,360. Pupil-Teacher ratios are: elementary, 25:1; junior high, 21:1; senior high, 24:1

PARKWAY Chesterfield, MO 63017

- Individualized attention to student needs in small classes
- Guidance counselor, reading specialist, librarian, art, music and gifted education teachers in each elementary school
- Reading Clinic services available to all elementary students
- One-week camping program for all 6th graders
- Full academic program as well as music, drama, arts, sports and swimming at all high schools
- High schools offer courses for college credit and work-study
- Student population is 20,635. Pupil-Teacher ratios are: elementary, 23:1; junior high, 19:1; senior high, 20:1

CLAYTON Clayton, MO 63105

- Small schools; small classes, motivated student body
- Wide variety of course offerings, individualized instruction
- High quality basic instruction including music, art and physical education
- 90% of high school graduates continue their education at institutions of higher learning
- More than 80% of teachers hold Master's degree or better, 95% have five or more years of teaching experience
- Libraries, computer laboratories, guidance offices in all schools
- Student population is 1,680. Pupil-Teacher ratios are elementary, 20:1; junior high, 11:1; senior high, 15:1

ROCKWOOD St. Louis Co., MO 63025

- Computer instruction in 3 languages, hands-on experience with micro and main frame computers
- Fully air-conditioned buildings and indoor swimming pools
- Navy/AF ROTC, outdoor ed.; college/vocational prep courses
- Reading/writing programs nationally recognized; stress mastery of the basics, and offers many advanced courses
- Professional staff includes specialists and social workers
- Stresses involvement between school and parents
- Student population is 10,215. Pupil-Teacher ratios are: elementary, 24:1; junior high, 23:1; senior high, 19:1

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AFFTON St. Louis Co., MO 63123

- Academic Academy: College prep program for average and above students, stresses academic excellence and team motivation.
- Nationally acclaimed high school recognized for theatre arts
- Remedial and enrichment programs with specialists K-12
- Strong education in basics plus computer education, music, art and physical education K-12. Vocational education 7-12
- Medium size district; full staff; extra-curricular activities
- Stress high expectations for individual achievement K-12
- Student population is 2,100. Pupil-Teacher ratios are: elementary, 24:1; junior high, 18:1; senior high, 19:1

BRENTWOOD St. Louis Co., MO 63144

- Flexible programs which remediates, enriches, provides college level and individualized work study opportunities
- Computer assisted instruction K-6, computer courses 7-12
- Small classes are staffed by highly skilled professionals
- High technical business and vocational school laboratories
- Extra-curricular programs available to all students
- A unique Junior High Program designed to bridge the gap between the elementary and senior high school
- Student population is 902. Pupil-Teacher ratios are: elementary, 21:1; junior high, 18:1; senior high, 18:1

HANCOCK PLACE St. Louis Co., MO 63135

- Computer opportunities beginning in elementary school
- Gifted program, grades 4-8
- Peer-Tutoring programs in elementary schools
- Breakfast program
- Small schools
- Strong background in vocational education
- Student population is 1,525. Pupil-Teacher ratios are: elementary, 22:1; junior high, 15:1; senior high, 15:1

LADUE Ladue, MO 63124

- College type schedule at high school level available
  Advanced placement courses, remedial classes, work-study opportunities and college credit courses
- 90% of high school graduates attend college
- Library in each school
- Computer training, grades K-12
- Student population is 3,100. Pupil-Teacher ratios are: elementary, 20:1; junior high, 20:1; senior high, 20:1

VALLEY PARK St. Louis Co., MO 63088

- Gifted programs in reading and music, grades K-6; instrumental music, grades 4-12
- Computer assisted instruction, K-4; computer classes, grades 5-12
- All students attend school on one campus
- Remedial reading and math teachers, grades 1-6
- Driver's education at no cost
- College preparatory as well as vocational courses
- Student population is 652. Pupil-Teacher ratios are: elementary, 20:1; junior high, 12:1; senior high, 12:1

WEBSTER GROVES St. Louis Co., MO 63119

- Computer instruction at all levels
- Six-year foreign language program, four languages available
- 75% of students attend college
- Remedial and gifted programs, grades 2-12
- Wide selection of high school offerings, including TV Production and Instructional Media Magnet programs
- Strong fine arts offerings, K-12
- Student population is 3,730. Pupil-Teacher ratios are: elementary, 22:1; junior high, 22:1; senior high, 22:1

MEHLVILLE St. Louis Co., MO 63125 Mehlville

- Microcomputer instruction available
- Elementary emphasizes mastery of basic learning skills; gifted program offered
- Reading specialists fill individual reading needs of students at all levels
- Outdoor Educational Lab stresses conservation education
- College credit courses as well as vocational education
- Student population is 9,399. Pupil-Teacher ratios are: elementary, 22:1; junior high, 25:1; senior high, 25:1

PATTONVILLE Maryland Heights, MO 63043

- Computer labs in all schools
- Foreign language beginning in grade 7
- Remedial reading teachers at all grade levels
- Extensive parent involvement program
- Gifted programs, grades 1-10; counseling services at all levels
- Vocational education and wide-range of curriculum at high school level including college credit courses
- Student population is 6,737. Pupil-Teacher ratios are: elementary, 22:1; junior high, 21:1; senior high, 23:1

LINDBERGH St. Louis Co., MO 63136

- Microcomputer program in all schools
- Foreign language starting at 6th grade [illegible] and German; Latin begins at the [illegible]
- Strong instrumental music program [illegible]
- Advanced placement program at high school [illegible] credit courses
- Outdoor education program for 5th grade students
- Strong basic education program; gifted program [illegible] 3-8
- Student population is 5,299. Pupil-Teacher ratios are: elementary, 24:1; junior high, 22:1; senior [illegible]

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For more information call 432-0079 or 771-4500.

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)
APPLICATION FOR A TRANSFER TO A COUNTY SCHOOL

FOR OFFICE USE ONLY
BLK.# _____
STU.# _____

IF YOUR CHILD IS ALREADY A TRANSFER STUDENT PLEASE DO NOT COMPLETE THIS APPLICATION

Student's Name _____ Date of Birth _____ Grade Sept. 84 _____
(Last) (First) (Middle)

Address _____ _____ _____ _____ _____ Telephone _____
(Number) (Street) (Zip) (Race) (Sex)

Emergency Contact Person _____ Emergency Telephone _____

Current School _____ School District of Residence _____

Mother's Name _____ Place of Employment & Telephone _____

Father's Name _____ Place of Employment & Telephone _____

List names of other children in the home for whom you have completed an application.

_____

_____

_____

List names of children who already attend a county school.

Name	District
_____	_____
_____	_____
_____	_____

Districts Desired: _____ 1st Choice _____ 2nd Choice _____ 3rd Choice

Preferred School Within Desired Districts: _____ _____ _____

If your application cannot be sent to any of the districts you have named, we will send it to another school district. You are not required to accept a transfer to any school district.

PARENT'S CONSENT: I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

PARENT'S SIGNATURE _____ DATE _____

PLEASE RETURN TO: Voluntary Interdistrict Coordinating Council
10601 Clayton Road
St. Louis, MO 63131

If you have any question, please call 432-0079 or 771-4500.

NEW SCHOOL CHOICES

FOR YOU

Openings are still available for children entering grades 1-9.

Choose from these St. Louis County School Districts:

Affton *Bayless* *Hancock* *Hazelwood*
Kirkwood *Lindbergh* *Mehlville*
Parkway *Pattonville* *Ritenour*
Rockwood *Valley Park* *Webster Groves*

All schools are rated AAA.

APPLY TODAY!

Call 432-0079 or 771-4500

REMINDER

IT'S YOUR CHOICE

Take It!

VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 576
St. Louis, MO

IT'S YOUR CHOICE

MONTESSORI

MILITARY MIDDLE

SENIOR CLASSICAL ACADEMY

MASS MEDIA

HEALTH CAREERS

MANAGEMENT CENTER

CENTER FOR EXPRESSIVE AND RECEPTIVE ARTS

METRO HIGH

INVESTIGATIVE LEARNING

ACTION LEARNING AND CAREER EXPLORATION

ACADEMY

PERFORMING ARTS CENTER

FOREIGN LANGUAGE

HONORS ART

JUNIOR CLASSICAL ACADEMY

Take It!

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

NON PROFIT ORG
U.S. POSTAGE
PAID
PERMIT NO. 876
St. Louis, MO

105

HEALTH CAREERS

INDIVIDUALLY GUIDED EDUCATION

ACADEMIC AND ATHLETIC

MAGNET SCHOOL CHOICES

MASS MEDIA

VISUAL AND PERFORMING ARTS MIDDLE

NAVAL JUNIOR ROTC ACADEMY

METRO HIGH

ACADEMIES OF BASIC INSTRUCTION

VISUAL AND PERFORMING ARTS HIGH

MONTESSORI

FOREIGN LANGUAGE SPECIALTY

Available through
The Voluntary Interdistrict School Desegregation Plan.

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

ACADEMY OF MATH AND SCIENCE

APPLICATION INSIDE

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A MORE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES

Because of the Voluntary School Desegregation Plan in the St. Louis Metropolitan Area, a variety of educational opportunities are now available to students.

QUESTIONS PARENTS ASK

DO YOU HAVE A QUESTION?

- Recruitment & Counseling Center, 771-4500
- Voluntary Interdistrict Coordinating Council, 432-0079

WHAT IS A MAGNET SCHOOL?

- a school with a special emphasis; this school also includes regular coursework
- a school with a unique way of teaching

WHAT ARE THE BENEFITS?

- new opportunities
- new areas of study
- innovative teaching techniques
- parent choice of school setting

WHAT DOES IT COST?

- there is no cost to parents who send their children to the magnet schools

WHO CAN APPLY?

- any students who live in St. Louis City may apply to any St. Louis City magnet school
- white students who live in predominantly white school districts and attend majority white County schools may apply to any of the magnet schools

HOW DO I APPLY?

- fill out one application for each child (see inserted application)
- mail it to: Recruitment & Counseling Center
  1520 S. Grand Blvd.
  St. Louis, MO 63104
- applications will be accepted first-come, first-served and then placed on a waiting list

HOW WILL MY CHILD GET TO SCHOOL?

- transportation is provided by a school bus at no cost to you
- transportation home from after-school activities is also available at no cost to you

grades

ST. LOUIS MAGNET SCHOOLS

Grades Preschool-2

- Euclid Montessori

Grades K-5

- Individually Guided Education-Wade
- Individually Guided Education-Woerner
- Investigative Learning Center-Stix
- Visual and Performing Arts Center-Shaw

Grades K-8

- Academy of Basic Instruction-Lyon
- Academy of Basic Instruction-Mallinckrodt
- Academy of Basic Instruction-Waring
- Action Learning and Career Exploration-Madison
- Center for Expressive and Receptive Arts-Ames
- Foreign Language Experience-Wilkinson
- Foreign Language Experience II-pending approval

Grades 3-5

- Montessori II-pending approval

Grades 2-8

- Junior Classical Academy-Enright

Grades 6-8

- Academic and Athletic Academy-Hamilton Br. 3
- Individually Guided Education-pending approval
- Investigative Learning Center-Mason
- Military Middle School-pending approval
- Visual and Performing Arts-Marquette
- Visual and Performing Arts II-pending approval

Grades 9-12

- Academy of Mathematics and Science
- Foreign Language Specialty
- Honors Art
- Mass Media
- Metro High
- Naval Junior ROTC
- Senior Classical Academy
- Visual and Performing Arts

Grades 11-12

- Health Careers
- Management Center

WHICH MAGNET SCHOOL SHOULD YOU CHOOSE?

SEE INSIDE!

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VOLUNTARY INTERDISTRICT
COORDINATING COUNCIL
THROUGH ST. LOUIS PUBLIC SCHOOLS
OFFERS

Magnet PROGRAMS, FEATURES & FACILITIES

All schools are rated AAA.

LEARNING ENRICHMENT

Individually Guided Education (K-5)
Wade School, 2030 S. Vandeventer
Woerner School, 6131 Leona
Middle School (6-8) (site undetermined)

- *Accommodate differences in learning styles and abilities*
- *Develop individual education plans for each student*
- *Group students according to ability*

Action Learning and Career Exploration (K-8)
Madison School, 1118 S. Seventh St.

- *Builds career awareness through exploration of the metropolitan area*
- *Provides in-depth exposure to various careers at each grade level*
- *Offers field trips that show connection between school and work*

Academic and Athletic Academy (6-8)
Hamilton Branch 3, 450 Des Peres

- *Offers swimming, archery, tennis, riflery, golf, gymnastics and a variety of other activities*
- *Conducts camping trips at least twice per year*
- *Encourages individual achievement*

MILITARY

Military Middle School (6-8)
(site undetermined)

- *Military atmosphere; strong discipline*
- *Will develop citizenship, leadership, teamwork and high standards of personal conduct and appearance*
- *Curriculum developed based on Navy League Cadet Corps. No formal connections with U. S. Navy.*

Naval Junior ROTC Academy (9-12)
Kennard School, 5031 Potomac

- *Develops citizenship, leadership, teamwork and high standards of personal conduct and appearance*
- *Offers Naval Science courses in piloting, meteorology, navigation, radio and sonar*
- *Conducted by experienced Naval Chief Petty Officers*

MONTESSORI

Euclid Montessori (Preschool-2)
1131 N. Euclid

BUSINESS

Management Center (11-12)
Franklin School, 811 N. 19th Street

- *Affords training in word processing, accounting, decision making and technical courses*
- *Prepares students for entry level office jobs*
- *Provides solid foundation for college bound student*

THE ARTS

Visual and Performing Arts Center (K-5)
Shaw School, 5329 Columbia

- *Offers instruction in visual arts, dance, drama, vocal and instrumental music*
- *Dance classes include jazz, ballet, tap and ethnic forms*
- *Visual arts include drawing, printmaking, crafts and ceramics*

Visual and Performing Arts Middle School (6-8)
Marquette School, 4015 McPherson
VPA II (6-8) (site undetermined)

FOREIGN LANGUAGE

Foreign Language Experience Schools (K-8)
Wilkinson School, 7212 Arsenal
Foreign Language Experience II
(site undetermined)

- *Expose students to various world cultures and languages*
- *Provide daily instruction in French, German and Spanish*
- *Stress the fundamentals of vocabulary, pronunciation and conversation*

Foreign Language Specialty (9-12)
Roosevelt High School, 3230 Hartford

- *Classes in world cuisine, global historical development, foreign language and music, foreign language and art*
- *Exposes students to world cultures and languages . . . Chinese, French, German, Russian and Spanish*
- *College preparatory classes in English, mathematics, chemistry, etc.*

MATH/SCIENCE

Metro High School (9-12)
5017 Washington

- *Provides college preparatory curriculum and college-like environment*
- *Requires 60 hours of community service each year*
- *Offers college credit through St. Louis University*

Montessori P (3-5)
[site undetermined]

- *Use only official Montessori materials and Montessori-trained teachers*
- *A highly individualized yet structured approach to learning*
- *Instruction corresponds to developmental stages of children*

GIFTED CENTERS

Junior Classical Academy (7-8)
5351 Enright

- *Designed to stimulate deeper thinking, creativity, independence, imagination, initiative and research*
- *Computer center*

Expung available for students in grades 5, 6 and 8

Senior Classical Academy (9-12)
Soldan High School, 9118 N. Union

- *Offers rigorous curriculum in English, science, math, computer science, social studies and foreign languages*
- *Encourages scientific research projects*
- *Conducts trips to universities and businesses to stimulate career awareness*

MEDIA

Mass Media (9-12)
McKinley High School, 2156 Russell

- *Provides training for aspiring print and broadcast journalists*
- *Classes cover television, film production, photography and journalism*
- *Classes include discussions with professionals and field trips to broadcast facilities and newspapers*

LANGUAGE ARTS

Center for Expressive and Receptive Arts (K-8)
Ames School, 2900 Hadley

- *Concentrates on building strong reading, writing, speaking and listening skills*
- *Students practice communications skills in lab setting*
- *Speech/Drama Center provides outlet for creative expression*

- *Provides instruction in vocal and instrumental music, dance, visual arts, drama and creative writing*
- *Offers voice and piano lessons*
- *Offers courses in pottery, photography, ceramics, painting, drawing, sculpture and printmaking*

Visual and Performing Arts High School (9-12)
2516 S. Ninth Street

- *Offers vocal and instrumental music, art, drama, piano lessons, creative writing, musical theater, stained glass design, photography, and more*

Musical options include Honors Choir, individual voice lessons and The Performing Arts Singers

- *Dance classes include jazz, ballet and modern dance*

Homer Art (9-12)
6593 Smiley

- *Offers an extensive program in visual arts*
- *Courses include drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and textile crafts*
- *Encourages visits from professional artists*

THE BASICS

Academies of Basic Instruction (K-8)
Lyon School, 7417 Vermont
Mallinckrodt School, 6020 Pernod
Waring School, 2558 S. Compton

- *Concentrates on the basics: reading, mathematics and language arts*
- *Enforces discipline and dress codes*
- *Provides weekly progress reports for parents*

MATH/SCIENCE

Investigative Learning Center (K-5)
Stix School, 226 S. Euclid

- *Emphasizes mathematics and science in an extended-day program for all students*
- *Incorporates the investigative approach in all subjects*
- *Nurtures exploration through field trips and individual projects*

Investigative Learning Center (6-8)
Mason School, 6031 Southwest

- *Emphasizes mathematics and science*
- *Provides exposure to scientific institutions*
- *Uses an investigative approach to enhance all subjects*

Academy of Mathematics and Science (9-12)
4275 Clarence

- *Advanced courses in mathematics, science and computer science*
- *Computer center*
- *Gifted program*

Health Careers Center (11-12)
1530 S. Grand

- *Prepares students for entry-level jobs in health services fields*
- *Lays the foundation for advanced studies in health fields*
- *Internships arranged with health services institutions*

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MAGNET SCHOOL APPLICATION: 1984-85 SCHOOL YEAR

New applicants will be added to the existing waiting list based on date application is received. Applications will be accepted beginning on 3/19/84.

Student's Name _____ Date of Birth _____ Sex _____ Race _____ Grade Sept. 1984 _____
(Last) (First) (Middle)

Address _____ Home Number _____ Work or Emergency Number _____
(Street)

_____ Current School _____ School District of Residence _____
(City) (State) (Zip)

School Desired _____ _____ _____
No. 1st Choice No. 2nd Choice No. 3rd Choice

ST. LOUIS CITY MAGNET SCHOOLS

Elementary

402	Ctr. for Expressive & Recpt. Arts (K-8)	600	Academy of Basic Inst. (Waring/K-8)	522	Action Learning & Career Expl. (K-8)
518	Academy of Basic Inst. (Lyon/K-8)	594	Individually Guided Educ. (Wade/K-5)	592	Investigative Learning Ctr. (K-5)
578	Visual & Performing Arts (K-5)	610	Individually Guided Educ. (Woerner/K-5)	524	Academy of Basic Inst. (Mallinckrodt)/K-8)
602	Foreign Language (Wilkinson/K-8)	603	Foreign Language II (K-8)	454	Junior Classical Academy (2-8)
456	Montessori (Euclid/Pre-2)	457	Montessori (3-5)		

Middle

300	Academic & Athletic Academy (6-8)	332	Investigative Learning Ctr. (6-8)	330	Visual & Performing Arts(Marquette/6-8)
301	Military Middle School (6-8)	333	Individually Guided Educ. (6-8)	331	Visual & Performing Arts (6-8)

High School

144	Naval Junior R.O.T.C. (9-12)	150	Academy of Math & Science (9-12)	186	Visual & Performing Arts (9-12)
156	Metro High School (9-12)	147	Mass Media (9-12)	171	Senior Classical Academy (9-12)
142	Honors Art (9-12)	168	Foreign Language Sepciality (9-12)	141	Health Careers (11-12)
129	Management Center (11-12)				

PARENT'S SIGNATURE _____ DATE _____

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do underatand that once enrolled, student records will be sent to the new school district.

PLEASE RETURN TO: RECRUITMENT & COUNSELING CENTER 1520 SO. GRAND BLVD. ST. LOUIS, MO. 63104

MAGNET SCHOOLS

The Basics and More

APPLY TODAY!

Call:
771-4500
or
432-0079

-13-

MAGNET SCHOOL CHOICES

FOR YOU

Available through
The Voluntary Interdistrict School
Desegregation Plan.

VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

Openings are still available in some St. Louis Magnet Schools for students entering K-11.

I.G.E. (Individually Guided Education) (K-8)

- *An individualized approach to education focusing on objective-based teaching strategies.*
- *Individualized criterion reference testing used to assess strengths and weaknesses of each child.*
- *Various types of instruction take place including: large group, small group, peer tutoring and one-on-one.*
- *All-day kindergarten.*

Action Learning and Career Exploration (K-8)

- *Builds career awareness through exploration of metropolitan area.*
- *Provides indepth exposure to various careers at each grade level.*
- *Offers field trips that show connection between school and work.*

Investigative Learning Centers (K-8) (9-12)

- *Emphasize mathematics and science.*
- *Use an investigative approach with students.*
- *A high school program is available which offers advanced courses in mathematics, science and computer science.*

Montessori (Preschool-1)

- *For students who will be four-years-old by 9/30/84 and for students entering kindergarten and first grade.*
- *Use only official Montessori materials and have Montessori-trained teachers.*
- *The approach is highly individualized, yet structured based upon the developmental stages of children.*

Academies of Basic Instruction (K-8)

- *Concentrate on the basics: reading, mathematics and language arts.*
- *Enforce discipline standards and dress codes.*
- *Provide weekly progress reports for parents.*

Health Careers Center (11-12)

- *For students interested in entering a health service field.*
- *Seniors complete an internship program at a health service institution.*
- *Provides a solid foundation for advanced studies in health fields.*

Military Middle School (6-8)

- *A military atmosphere focusing on strong discipline.*
- *Helps students develop citizenship, leadership, teamwork and high standards of personal conduct and appearance.*

Foreign Language (K-12)

- *Expose students to various world cultures and languages*
- *Provide daily instruction in French, German and Spanish*
- *Stress the fundamentals of vocabulary, pronunciation and conversation*

Management Center (11-12)

- *Offers training in word processing, accounting, document storage, retrieval and more.*
- *Provides a solid foundation for college bound students.*
- *Prepares students for entry-level office jobs.*

117

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All schools are rated AAA.

BEST COPY AVAILABLE

Choose Your Future!

Attend a St. Louis County School...

For Further Information Call:

432-0079 or 771-4500.

-16-
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THE BASICS AND MORE!

ST. LOUIS

MAGNET SCHOOLS

432-0079 OR 771-4500

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THE VOLUNTEER

A Newsletter Highlighting the Voluntary School Desegregation Plan Spring, 1984

Affton-Baden Festival

On May 16 all Affton fourth grade students are joining five classes of fourth graders from Baden Elementary School (St. Louis) for an action planned day; a "Yesteryear Festival" at Oakland. Oakland is the home of the Affton Historical Society. The house was built in the mid 1850's and is listed in the National Register of Historic Places.

At the festival, children will experience 15 different hands-on activities including folk art and the skills of early inhabitants of St. Louis. The various programs are provided jointly by St. Louis Public Schools part-time programs and Affton area resources. There will be quilting, woodworking, storytelling, weaving, Indian dances and a traveling museum exhibit.

This is the first time an effort of this magnitude has taken place between St. Louis City and County schools under the auspices of the Voluntary School Desegregation Plan. Approximately 250 fourth grade students will participate in this exciting festival along with many community people.

Thanks to You

It's not only the number of students who transfer that makes the voluntary plan work; it is the teachers and other school employees who make the educational experiences successful ones so that the transfer students stay and become an integral part of their new school. The VICC staff is well aware that this model plan can only be successful if it works in the schools. Works is an illusive term; it means acceptance, understanding, involvement, and sincerity.

In this year-end issue of **The Volunteer**, we would like to commend the teachers, principals, counselors, custodians, school secretaries, and cafeteria staff for their patience and commitment to all the children in this program. We know that late buses and disappearing taxis have tried the patience of everyone. We realize large numbers of new students in classrooms required extra effort by the teachers and the willingness to learn new teaching techniques. We also understand very well that without cooperation and commitment to equal education from all of you this plan could become meaningless.

Congratulations for a job well done. For me, it has been an honor to direct this program.

Susan Uchitelle

Executive Director of the VICC

Published by the Voluntary Interdistrict Coordinating Council

Marquette School

The Visual and Performing Arts Middle School, housed in the Marquette School building, has completed its first year as a magnet school in St. Louis. Middle school children in grades 6, 7, and 8 may choose to attend this school. The emphasis at this magnet school is on the arts. Piano lessons, string instruction, art, dance, and drama are all part of the curriculum. Students experience each phase of the arts during their three year stay.

Forty-two county residents from fourteen different county school districts presently attend Marquette. Dr. Rosalyn England, Principal, reports "County students are active in all aspects of our school." On May 20, the Visual and Performing Arts Middle School, 4015 McPherson, will present a student/faculty strings concert. The program under the direction of Mr. Kristian Gippo, instructor, will be held at 2 p.m. in the school theatre. The public is invited.

IN THE

Mass Media Program

This magnet program is designed as a media theory and hands-on instructional program for students in grades 9-12. It offers instruction in photography, radio and film production. Students may participate in the Mass Media Specialty Program on a part-time basis while enrolled at another high school, or may enroll on a full-time basis by transferring to McKinley High School.

Some of the students enrolled in the Mass Media magnet are involved in the Shadowing Program at KMOX. This program gives the student an opportunity to follow a KMOX staff person for a better part of the day to see how the news is put together prior to its airing on the station.

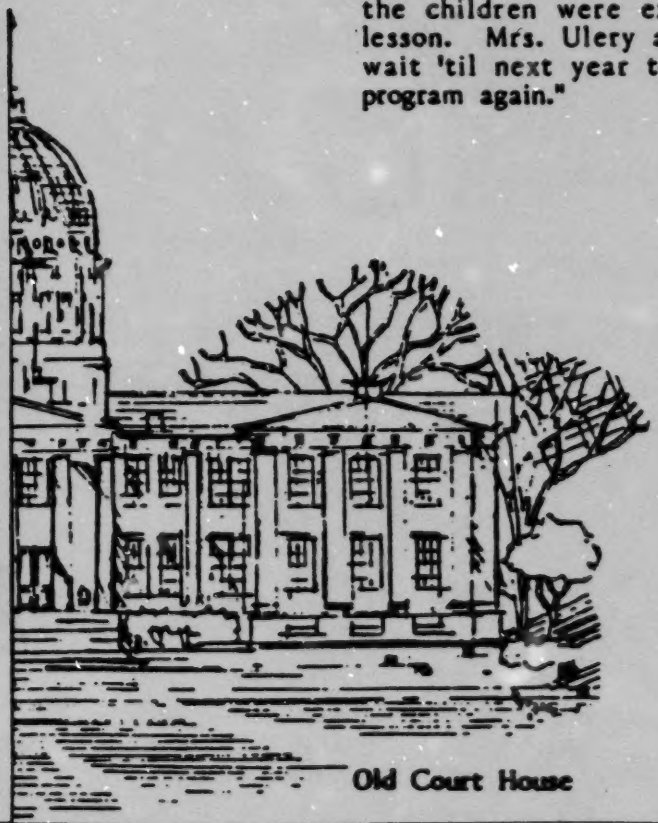
Consumer Education Program

The Consumer Education Program is based on a learning experience which has been in operation in the city school system for five years. The program teaches important consumer education concepts and reinforces basic reading, math and language arts skills.

Evelyn Ulery, Clark Branch II fifth grade teacher, writes, "It is my belief the Consumer Education activities with Iveland School (Ritenour) were extremely successful this year. We wrote several letters back and forth in which the 'kids' really expressed themselves.....The Iveland class visited us for a lesson on the consequences of shoplifting and what the student should do if he or she sees someone shoplifting.....Pen pals between the classes called and wrote letters to each other on their own."

CITY ...

Fifth grade Iveland teacher, Kari Pratt, writes, "In March we invited Clark Branch II to our school where we made items out of newspaper. An advertising agent from Ozark Airlines explained how to market the items. All the children were excited with this lesson. Mrs. Ulery and I can hardly wait 'til next year to implement this program again."



Old Court House

Euclid-Montessori School

This magnet school enrolls children grades K-3. The Montessori trained teachers use only official Montessori materials in their program. The school offers a highly individualized yet structured approach to learning. Instruction corresponds to developmental stages of children.

Rachel and Tabitha, transfer students from Webster Groves, are on the honor roll along with Vamshi from Pattonville. Vamshi accompanied Mrs. Gary Hart on her visit to Euclid Montessori School.

Uriah, a Pattonville resident, received an award for academic achievement. He is a third grader.

Anthony, a second grade student from Ferguson-Florissant, won second place in the school's Book Fair Art Contest.

SCHOOL DISTRICTS IN THE COUNTY ...

Bayless

Mr. James Douglas and his class studied Environment and Wildlife Preservation with a Soldan High School class. The study consisted of visits to Tyson Park in West County to examine stream environments, wolf family life, and wild bird populations. By banding different wild birds, the students learned how wild bird populations can be studied. Mr. Douglas said, "This program worked nicely and I would recommend it for any teacher."

Mr. Arno Knacht's class had the opportunity to participate in a partnership with a Cleveland High School class. During the first session students attended a performance of "Sleuth" at the St. Louis Repertory Theatre. At the second session the Imaginary Theatre of St. Louis, gave a short presentation at Cleveland High School. This theatre company fashions their presentations after the companies of long ago. The audience supplies the scenery and props with their imagination. Mr. Knacht said, "This program provides an incredible experience for St. Louis County school students....I think that this was the first time some Bayless students have seen a live theatre performance."

Ladue

Ladue High senior transfer student, Natalie, won an academic scholarship to St. Louis University. She was named to Who's Who in American High Schools and received first place in Poetry Reading in the State competition. In addition, this model student was a finalist in the SAT National Achievement Scholarship Program for Outstanding Negro Students.

CONGRATULATIONS NATALIE!

Jane Lane and Betty Captain matched their two fifth grade classrooms from Spoede School with two fifth grade classrooms at Farragut School in St. Louis City. Consumer Education was the focus for the students. Their two meetings consisted of lessons in advertising and consumer law. Jane Lane stated, "It's really fun and good for the kids."

Kathy O'Neal, Old Bonhomme School Librarian, organized some sixth, seventh, and eighth grade students to take part in this Student Leadership/ Experiential Adventure Program. She said that the orienteering program was such a wonderful opportunity for Ladue School children.

Orienteering participants were given maps to find their way from one point to another in a park setting. "Our kids learned a lot from the more experienced city school students," Mrs. O'Neal reported. She hopes to continue Ladue's involvement in this activity with another group of students from St. Louis schools next year.

Kirkwood

Shirley Kleirman and Joan Scherer from North Kirkwood Middle School paired with three city classrooms for a program entitled, "Where Rivers Meet." Students met at the Jefferson Memorial for a series of six sessions to examine St. Louis during a particular decade. Students worked on joint research projects using materials from the Historical Society archives.

Dr. Leslie Hanley, fifth grade teacher at Robinson Elementary, and her class went on a four-day camping experience, teaming with teachers and students from University City schools and three city schools. They all camped in Babler Park.

Renee, a Kirkwood High School transfer student, received the "Gold K" from the National Honor Society. She is recognized for outstanding academic achievement.

CONGRATULATIONS RENEE!

Pattonville

One exciting and unique outcome of the Voluntary Desegregation Plan is the newly formed Black Literature Club at Holman Middle School. Club membership includes resident and transfer students. Ms. Joyce Pettus, club sponsor, organized the first Black History Observance Assembly this year. Club members rendered literary selections from Dr. Martin Luther King, Jr.'s speech, "I Have a Dream," and poems by Langston Hughes.

Eighth grade students from Mrs. Sue Lister's English class at Pattonville Middle School hosted a luncheon for their partners from Ford Middle School (St. Louis) upon completion of a School Partnership project. The project which was sponsored by Channel 2, taught the students how to write and produce public service announcements. The students hope to see some of their announcements on TV soon.

Sixth grade transfer student, Kimberly, won first place in the Pattonville Heights Middle School Essay Contest. The theme was "Pattonville Heights---There's No Better Place to Learn." She and two other winners read their essays to the Board of Education at a winter meeting.

IN THE COUNTY ...

Lindbergh

Crestwood teacher, Sue Freeman, matched her fourth graders with students from Jefferson School in St. Louis for Project Pulsar. The Planetarium was the sight for several sessions where students learned about telescopes and lenses, freeze-dried food for astronauts, solar energy, and rocket launchings.

"Project Pulsar was one of the neatest experiences that I have ever had as a teacher," Sue Freeman reports. "Students had a lot of individual attention from Pulsar personnel....They experienced things for themselves, and that kind of learning stays with kids for a long time....A wonderful sharing for students....They all worked so well together."

Maye Bierbaum's class from Sperring Middle School and a class from Junior Classical Academy (St. Louis Public Schools) studied the Rehabilitation of St. Louis City buildings. Sessions included a lesson in renovation techniques, identification of architectural styles and photographing buildings.

Harold Pourchot teamed his Medical Technology Class with Sumner High School's Advanced Biology Class for Forensic Medicine. During their meetings they examined slides from the St. Louis City and County Examiner's Office. Students followed case studies and discovered how examiners glean information from criminal evidence. The final meeting included a tour of City Morgue. "A great program! Students learned a lot from this experience," Mr. Pourchot remarked.

Recruitment Summary

The final report for the 1983-84 school year looks very good. We have approximately 2,500 students who are participating as city to county and county to county transfers. Additionally, there are 351 county students attending the magnet schools in St. Louis City.

For the 1984-85 school year, we have to date approximately 3,200 new applicants desiring to transfer from the city to the county and about 350 county students wishing to transfer to magnet schools. Applications for both city and county schools are increasing daily.

We encourage anyone who is still interested in applying or desiring more information to call the Recruitment and Counseling Center at 432-0079 or 771-4500.

Thanks to all of you for the successful year.

Mary Beth Purdy, Director
Recruitment and Counseling

SUMMER LEADERSHIP

What Is the Program

The Student Leadership/Experiential Program (SL/EAP) is one of the enrichment opportunities offered to St. Louis County school districts by St. Louis Public Schools. A variety of leadership activities are available to all school districts in the St. Louis metropolitan area not only during the school year, but also during the summer. The development of leadership skills for teachers and students is the major focus of SL/EAP.

Who May Go

Teachers at all grade levels and high school students who have a teacher sponsor. (Teacher sponsors are not required to attend the trip.)

What Does It Cost

The fee is the total cost and reserves your space. Meals are included.

How Do I Sign Up

Contact Hank Schafermeyer at the SL/EAP office, 352-1043, for further information.

Following is a brief description of special programs being offered this summer:

Upper Mississippi River
Experiential Education Seminar
July 8-14, 1984

Faculty from the University of Minnesota will conduct the seminar along the St. Croix River. At a small extra cost, three hours of college credit is available from the University of Minnesota. Fee is $50.00 (teachers only).

National Leadership
Conference-Ozark
August 5-11, 1984

This exciting week brings high school students from throughout the mid-west together to develop leadership skills. Fee is $5.00 (students only).

Osage/Missouri/Mississippi
River Expedition
August 27-31, 1984

This will be an extended canoe expedition for students and teachers who would like to explore the rivers and communities along the Osage and Missouri Rivers. Fee is $5.00 (teachers or students).

Senior Summer Adventure
June 11-14, 1984

This four-day experience will take place in southern Illinois and southern Missouri. Each participant will take part in a full day of bicycling, canoeing, and backpacking. Fee is $8.00 (teachers or students).

T.E.A.C.H.E.R.
Land Between the Lakes
June 18-23, 1984

This summer's T.E.A.C.H.E.R. Adventure will take place at the TVA's Land Between the Lakes in Kentucky and Tennessee. The entire area will be visited by canoe, bike, foot, and van. No previous experience necessary to feel comfortable in this exciting live-in. Fee is $15.00 (teachers only).

Bikes Across the Farmland
June 26-29, 1984

This is a three-day continuous bike trip across rural Missouri and Illinois on ten-speed bikes. Fee is $8.00 (teachers or students).

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WORKSHOP

Missoun Botanical Garden

School Partnership Program

"The Past Around Us - The Cultural Formation of the St. Louis Region 1750-1850," the Teacher Institute. For elementary teachers, grades K-8. (No fee involved.)

Time: 9:00 a.m - 3:30 p.m.

Dates: June 17-22, 1984

This workshop is supported by a grant from the Missouri Committee for the Humanities and is planned in conjunction with the Missouri Historical Society, the St. Louis Art Museum, the Jefferson National Expansion Museum, the Missouri Botanical Gardens, and the St. Louis Partnership Program. For further information call 361-5588 and ask for Stephen Neuwirth.

Aerospace Summer Course for Teachers and Administrators

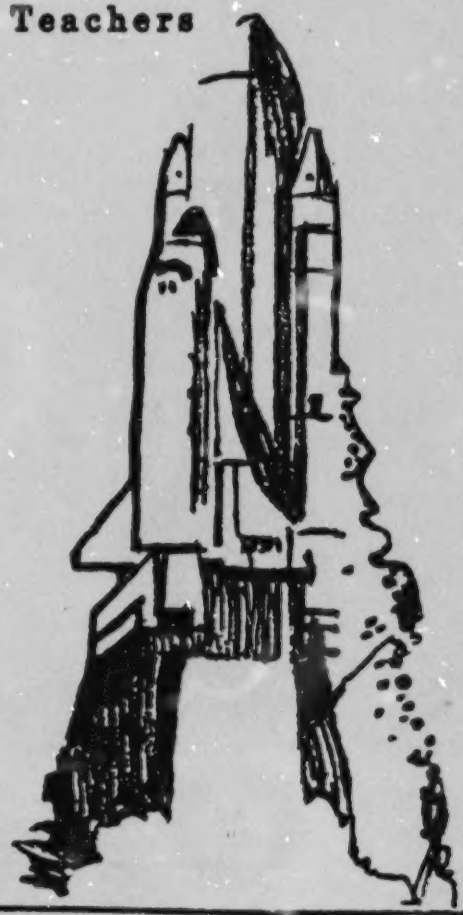
Location: Parks College of St. Louis University Cahokia, Illinois

Dates: June 11-July 6, 1984

College Credit: 4 hours graduate or undergraduate

The "Aerospace Magnet '84" is designed to provide teachers with knowledge of aerospace technology and how it can be incorporated into the curricula. The course is designed to provide the educator with a wealth of new ideas, information, materials and techniques to take back to the classroom. For an application or more information, write to:

Tim Brady
Parks College of
St. Louis University
Cahokia, IL 62206



The VICC staff wishes for each and every one of you a happy summer experience.

IT'S YOUR CHOICE

Take It!

For futher information
call 432-0079 or 771-4500

VOLUNTARY
INTERDISTRICT
COORDINATING
COUNCIL

CURRENT FACTS

The St. Louis, Missouri
Metropolitan Voluntary School
Desegregation Plan 1984-85

The St. Louis, Missouri
Metropolitan Voluntary School
Desegregation Plan 1984-85

CURRENT FACTS

The Settlement..The Facts

WHAT IS IT

In July, 1983, Judge William L. Hungate approved a Settlement Agreement for St. Louis City and County. Under the Agreement, suburban school districts agree to accept minority students from the city. Conversely, white students from majority white school districts may choose to transfer to St. Louis Public Schools. This Agreement, with some modification, was upheld by the Eighth Circuit Court of Appeals in February, 1984.

HOW DOES IT WORK

Students wishing to transfer from one district to another must complete an application and return it to the Voluntary Interdistrict Coordinating Council (VICC). Applications can be obtained by calling the VICC Office, at 432-0079 or the Recruitment and Counseling Center, at 771-4500. The applications are reviewed by the Director of Student Recruitment and Counseling. The application is then sent to the district requested on a first-come, first-served basis.

WHO IS PARTICIPATING

The following school districts are accepting black students from predominantly black schools in St. Louis City:

Affton	Kirkwood	Pattonville
Bayless	Ladue	Ritenour
Brentwood	Lindbergh	Rockwood
Clayton	Mehlville	Webster Groves
Hancock Place	Parkway	Valley Park
Hazelwood		

St. Louis will accept white students from the above districts and also from the Ferguson-Florissant, Maplewood-Richmond Heights, and Riverview Gardens School Districts.

COMPONENTS OF THE SETTLEMENT AGREEMENT

1. The Voluntary Interdistrict Coordinating Council (VICC) administers and coordinates the student transfer and voluntary teacher exchange provisions of the Settlement Agreement.
2. The suburban school districts in St. Louis County will accept black transfer students up to their plan ratio within five years. St. Louis will accept white county students from predominantly white county school districts.
3. New magnet schools in St. Louis will be established.
4. The quality of education for students in one race schools will improve in the St. Louis Public Schools.
5. County districts will strive to hire minority staff members. A staff exchange program is strongly encouraged among schools participating in the Agreement.

WHO OVERSEES THE PLAN

The VICC, comprised of a representative from every school district and a representative from the Liddell Plaintiffs, the NAACP, and the State of Missouri, is responsible for the administration of the voluntary plan as established in the Settlement Agreement. The VICC meets on a regular basis to develop policies and procedures related to the Agreement to ensure a smooth implementation. Its purpose is to coordinate and oversee implementation of the Settlement Agreement. The VICC Recruitment and Counseling Center supervises recruitment of students and disseminates information to the community.

STAFF EXCHANGE OR TRANSFER

Voluntary staff exchanges and transfers are encouraged to improve desegregation efforts. The purpose of the staff transfer and exchange program among city and county school districts is to enhance racial staff balance and teacher integration experiences in the districts. Another purpose of this program is to foster attitudes of responsiveness, cooperation, and innovation in meeting educational challenges.

An exchange takes place when a staff member in one district exchanges with a staff member in another district for a semester or a year. Each staff member remains an employee of his/her home district.

A transfer occurs when a staff member who is employed by one district serves in another district for an agreed upon period of time, while continuing to be an employee of the home district. Any staff member who transfers or exchanges for a full year will receive a one-time bonus.

All applications for staff exchange or transfer will be processed at the VICC Office. You may call 432-0079 for an application or to obtain additional information.

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APPENDIX C

PART-TIME PROGRAMS

TOTAL PARTICIPATION IN PART-TIME ACTIVITIES

Program	Number of Students
Consumer Education	1,000
Honors Art	1,014
Career Education	13,355
SL/EAP	3,321
Pairing and Sharing	11,000
School Partnership	8,000
Springboard to Learning	1,624
ESL	12
Chapter II Citizenship	75
University City Leadership	100
Jointly Sponsored Programs	250
TOTAL	39,751

CONSUMER EDUCATION PROGRAM

Paired Activities

Paired activities include pen pal activities, community resource presentations, community involvement projects, lunch, and optional field experiences.

DATE	SCHOOL-DISTRICTS	APPROXIMATE NUMBER OF STUDENTS
2/22/84	Sherman/St. Louis and Crestwood/Lindbergh	60
2/23/84	Hempstead Branch/St. Louis and Kennerly/Lindbergh	60
2/24/84	Clark Branch II/St. Louis and Iveland/Ritenour	60
3/20/84	Baden/St. Louis and Flynn Park/University City	60
3/30/84	Ashland/St. Louis and Marvin/Ritenour	60
4/2/84	Peabody/St. Louis and Mesnier/Affton	60
4/3/84	Cupples/St. Louis and Chaney/Maplewood Richmond Heights	60
4/4/84	Clark Branch II/St. Louis and Iveland/Ritenour	60
4/5/84	Ames/St. Louis and Carollton Oaks/Pattonville	60
4/6/84	Laclede/St. Louis and Kratz/Ritenour	60
4/16/84	Farragut/St. Louis and Spoede/Ladue (Class 1)	60
4/16/84	Farragut/St. Louis and Spoede/Ladue (Class 2)	60
4/17/84	Farragut/St. Louis and Traditional/Pattonville (Class 1)	60
4/17/84	Farragut/St. Louis and Traditional/Pattonville (Class 2)	60
4/19/84	Baden/St. Louis and Flynn Park/Univeristy City	60
5/1/84	Ashland/St. Louis and Flynn Park/University City	60
5/2/84	Farragut/St. Louis and Spoede/Ladue (Class 1)	60
5/2/84	Farragut/St. Louis and Spoede/Ladue (Class 2)	60
5/3/84	Cupples/St. Louis and McNair/Hazelwood	60
5/15/84	Peabody/St. Louis and Mesnier/Affton	60
5/16/84	Hempstead Branch/St. Louis and Kennerly/Lindbergh	60
5/22/84	Sherman/St. Louis and Crestwood/Lindbergh	60
5/23/84	Baden/St. Louis and Flynn Park/University City	60
5/24/84	Ames/St. Louis and Carrollton Oaks/Pattonville	60

Instructional Activities

Instructional activities for students were conducted by the program coordinator. Lessons presented included program introduction and consumer games, pen pal letter writing, newspaper activity, consumer/economics lesson, taste test and unit pricing lesson. Classroom teachers taught lessons from Young Consumers textbook.

DATE	SCHOOL-DISTRICTS	APPROXIMATE NUMBER OF STUDENTS
12/1/83	Flynn Park/University City (Class 1)	30
12/6/83	Flynn Park/University City (Class 2)	30
12/9/83	Traditional/Pattonville (Class 1)	30
12/9/83	Traditional/Pattonville (Class 2)	30
12/12/83	Carrollton Oaks/Pattonville	30
12/13/83	Spoede/Ladue	30
12/14/83	Kratz/Ritenour	30
12/16/83	Mesnier/Affton	30
12/16/83	Kennerly/Lindbergh	30
1/4/84	Iveland/Ritenour	30
1/6/84	Traditional/Pattonville (Class 1)	30
1/6/84	Traditional/Pattonville (Class 2)	30
1/10/84	Marvin/Ritenour	30
1/11/84	Flynn Park/University City	30
1/11/84	Flynn Park/University City	30
1/13/84	Bishop/Wellston	30
1/26/84	Kennerly/Lindbergh	30
1/31/84	McNair/Hazelwood	30
2/8/84	Crestwood/Lindbergh	30
2/9/84	Kennerly/Lindbergh	30
2/15/84	Iveland/Ritenour	30
2/21/84	Chaney/Maplewood Richmond Heights	30
2/22/84	Sherman/St. Louis and Crestwood/Lindbergh	60

DATE	SCHOOL-DISTRICTS	APPROXIMATE NUMBER OF STUDENTS
2/23/84	Hempstead Branch/St. Louis and Kennerly/Lindbergh	60
2/24/84	Clark Branch II/St. Louis and Iveland/Ritenour	60
3/20/84	Baden/St. Louis and Flynn Park/University City	60
3/23/84	Traditional/Pattonville (Class 1)	30
3/23/84	Traditional/Pattonville (Class 2)	30
3/28/84	Iveland/Ritenour	30
3/30/84	Ashland/St. Louis and Marvin/Ritenour	60
4/2/84	Peabody/St. Louis and Mesnier/Affton	60
4/3/84	Cupples/St. Louis and Chaney/Maplewood Richmond Heights	60
4/4/84	Clark Branch II/St. Louis and Iveland/Ritenour	60
4/5/84	Ames/St. Louis and Carrollton Oaks/Pattonville	60
4/6/84	Laclede/St. Louis and Kratz/Ritenour	60
4/16/84	Farragut/St. Louis and Spoede/Ladue (Class 1)	60
4/16/84	Farragut/St. Louis and Spoede/Ladue (Class 2)	60
4/17/84	Farragut/St. Louis and Traditonal/Pattonville (Class 1)	60
4/17/84	Farragut/St. Louis and Traditional/Pattonville (Class 2)	60
4/19/84	Baden/St. Louis and Flynn Park/University City	60
5/1/84	Ashland/St. Louis and Marvin/Ritenour	60
5/2/84	Farragut/St. Louis and Spoede/Ladue (Class 1)	60
5/2/84	Farragut/St. Louis and Spoede/Ladue (Class 2)	60
5/3/84	Cupples/St. Louis and McNair/Hazelwood	60
5/15/84	Peabody/St. Louis and Mesnier/Affton	60
5/16/84	Hempstead Branch/St. Louis and Kennerly/Lindbergh	60
5/22/84	Sherman/St. Louis and Crestwood/Lindbergh	60
5/23/84	Baden/St. Louis and Flynn Park/University City	60
5/24/84	Ames/St. Louis and Carrollton Oaks/Pattonville	60

Presentations by Resource People

Presentations by members of the community are an integral part of the program. Resource people from businesses, public agencies, and organizations visit classrooms and make presentations which encourage students' active participation.

BUSINESS/AGENCY ORGANIZATION	SCHOOL	DATE	APPROXIMATE NUMBER OF STUDENTS
Advertising Club	Marvin/Ritenour	2/14/84	30
	Baden/St. Louis and Flynn Park/University City	3/20/84	30
	Chaney/Maplewood Richmond Heights	3/30/84	30
	Iveland/Ritenour	4/4/84	30
	Farragut/St. Louis and Spoede/Ladue	4/16/84	60
	Baden/St. Louis and Flynn Park/University City	4/19/84	60
	Cupples/St. Louis and McNair/Hazelwood	5/3/84	60
	Ames/St. Louis and Carrollton Oaks/Pattonville	5/24/84	60
Crusade Against Crime	Clark Branch II/St. Louis and Iveland/Ritenour	2/24/84	60
Laclede Gas	Chaney/Maplewood Richmond Heights	4/18/84	30
Lawyers & Law Students	Flynn Park/University City	2/12/84	30
Legal Services	Ashland/St. Louis and Marvin/Ritenour	3/30/84	60
	Farragut/St. Louis and Spoede/Ladue	4/16/84	60
	Farragut/St. Louis and Spoede/Ladue	5/2/84	60
Parent Volunteer	Hempstead/St. Louis and Kennerly/Lindbergh	2/23/84	60
Union Electric	Flynn Park/University City	3/14/84	30
	Peabody/St. Louis and Mesnier Affton	4/2/84	60

BUSINESS/AGENCY ORGANIZATION	SCHOOL	DATE	APPROXIMATE NUMBER OF STUDENTS
	Cupples/St. Louis and Chaney/ Maplewood Richmond Heights	4/13/84	60
	Farragut/St. Louis and Traditional/Pattonville	4/17/84	60
	Sherman/St. Louis and Crestwood/Lindbergh	5/22/84	60
United States Consumer Product Safety Commission	Ames/St. Louis and Carrollton Oaks/Pattonville	4/5/84	60
	Farragut/St. Louis and Traditional/Pattonville	4/17/84	60
United States Food and Drug Administration	Mesnier/Affton	5/18/84	30

June, 1984

ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION PROGRAM SUMMARY
CITY/COUNTY PROGRAM PARTICIPATION

ACTIVITIES FROM	# OF STUDENTS	# OF EDUCATORS	# OF BUSINESSPERSONS
District/School information visits by City/County Coordinator		246	
Orientation Sessions for 6th Grade Curriculum		31	
Orientation Sessions for 7th & 8th Grade Curricula		59	
Orientation Sessions for 9th Grade Career Orientation Curriculum		17	
Orientation Sessions for 10th-12th Grade Career Preparation Curriculum		8	21
6th Grade curriculum involvement	2,182	61	
7th & 8th Grade curriculum involvement	3,929	96	
9th Grade curriculum involvement	740	14	
10th-12th Grade curriculum involvement	392	8	
Workshops in the schools	582	208	
Workshops and Paired Panel Conferences given at the Career Resource Center	818	20	42
Resource Center checkouts**	3,300	100	
8th Grade Paired Career Awareness Fairs	350	25	
7th & 8th Grade Paired Career Cluster Panel Conferences	405	21	
8th Grade paired College Planning Conferences	349	24	
City/County Summer Work Program	100	4	2
Pre-Business Conference - St. Louis University	100	7	15
Women of Tomorrow Plan Today	108		54
TOTALS	13,355	947	119

**Estimated number of students impacted through the use of the materials. Educators often used materials beyond the

June, 1984

VOLUNTARY SCHOOL DESEGREGATION PART-TIME PROGRAM SUMMARY

St. Louis Public Schools
Career Education Office

I. Visits were made to educators in these county schools to further the staff's information or to acquaint them with the Career Resource Center services.

Bayless High School	35
Maplewood/Richmond Heights District Office	1
Webster Groves District Office	3
Rockwood School District Office	1
Valley Park School District Office	2
Hazelwood School District Office	1
Riverview Gardens School District Office	1
Wellston School District Office	1
University City High School	1
Mehlville School District Office	17
Lindbergh School District Office	1
Brittany Woods Middle School	2
Lindbergh High School	1
Valley Elementary School	1
Bayless Middle School	18
Valley Park High School	15
Parkway School District Office	48
Parkway South Senior High School	30
Hazelwood High School	4
Sorrento Springs Elementary School	8
Pattonville Heights Middle School	4
Riverview Gardens High School	2
Oakville Senior High School	6
Oakville Junior High School	2
Twillman Elementary School	3
Granneman Elementary School	2
Parkway South Junior High School	25
McCurdy Elementary School	1
Armstrong Elementary School	1
TOTAL EDUCATORS	233

II. A total of 31 educators from the following schools participated in orientation sessions on the use of the materials in the 6th Grade Self-Awareness Curriculum.

Airport Elementary	Nipher Middle
Bermuda Elementary	North Kirkwood Middle
Caroline Elementary	Valley Elementary
Griffith Elementary	Oakville Junior High
Parker Road Elementary	Blades Elementary
Ward #1 Hancock Place	Oakville Elementary
Ward #2 Hancock Place	Sorrento Springs Elementary
Ward #3 Hancock Place	Holman Middle
Fairview Elementary	Hoech Middle
Northview Elementary	Brittany Woods Middle
Woodland Elementary	Warson Road Elementary

The Self-Awareness program is also currently in use in the following schools.

Captain Elementary	Twillman Elementary
Armstrong Elementary	Spoede Elementary
Granneman Elementary	Wren Hollow Elementary
McCurdy Elementary	Pattonville Heights Middle

III. A total of 59 educators from the following schools participated in orientation sessions on the use of materials in the Career Awareness I and II curricula programs.

Hancock Place High School	Oakville Junior High
Ward #1 Hancock Place	Holman Middle
Ward #3 Hancock Place	Pattonville Heights Middle
North Kirkwood Middle	Hoech Middle
Sperreng Middle	Riverview Gardens Junior High
Chaney Elementary	Brittany Woods Middle
Valley Elementary	Valley Park Elementary
Buerkle Junior High	Central Elementary

Career Awareness programs are also currently in use in the following schools.

Nipher Middle
Normandy Junior High

IV. A total of 17 teachers in Hancock Place High School and Pattonville High School use the 9th grade Career Orientation curriculum with students in their classes. Orientation for these educators was done at the school site.

V. A total of 8 educators in the following schools participated in an orientation session on the use of the materials in the Career Prep Club Program.

Hancock Place High School
Kirkwood High School
Maplewood/Richmond Heights High School
Pattonville Senior High School
University City High School
Valley Park Senior High School

Prep Club programs are also currently in Clayton and Ritenour High Schools. A total of 21 business persons are involved in these programs.

VI. Curriculum materials and support services were provided for county students in the following curriculum programs.

# of Students	Curricula Programs
2,182	6th Grade Self-Awareness
1,785	7th Grade Career Awareness I
2,144	8th Grade Career Awareness II
740	9th Grade Career Orientation
392	10th-12 Grade Career Preparation & the Career Prep Club Program
TOTAL 7,243	

VII. A total of 9 educators from the following schools participated in an evaluation session on the use of the materials and developing strategies in the use of the 6th Grade Self-Awareness, Career Awareness I and II Curricula Programs.

Central (Wellston)
Hoech Middle
Holman Middle
Normandy Junior High
Parker Road Elementary
Pattonville Heights Middle

VIII. Workshops were provided upon request for students and educators in their school districts.

Pattonville High School	13
Holman Middle School	45
Pattonville Heights Middle School	40
Hancock Place Elementary	22
Parkway South Senior High School	280
Sorrento Springs Elementary School	8
Parkway South Junior High School	302
University City High School	20
TOTAL	730

IX. Workshops were given at the center for the following schools.

Pattonville High School	26
Kirkwood High School	29
Normandy Junior High/Langston Middle	71
Hancock Place/Grant Middle	63
Brittany Woods Middle/Wade Middle	70
Valley Park/Long Middle	64
North Kirkwood Middle/Peabody School	59
Valley Park/Williams Middle	49
Brittany Woods/Stevens Middle	75
Hancock Place/Clinton Middle	53
Holman Middle/Academic & Athletic Academy	70
Chaney & Valley/Classical Junior Academy	64
North Kirkwood Middle/Columbia Middle	59
Brittany Woods/Webster Middle	66
TOTAL	318

X. Over 30 educators visited the Career Resource Center to check out materials. We estimate for the 100 materials checked out by county educators, they were utilized with over 3,300 students.

XI. Educators from the following paired schools participated in planning meetings and will implement Paired Career Awareness Fairs for 8th grade students.

North Kirkwood Middle School	150
Grant Middle School	75
Ames School	60
Chaney Elementary School	65
TOTAL	350

XII. The following schools participated in the 8th Grade Paired College Planning Conferences.

Holman Middle School	144
Langston Middle School	35
Cook Middle School	35
Normandy Junior High	35
Wellston (Central)	30
Clinton Middle School	35
Turner Middle School	35
TOTAL	349

XIII. 100 City and County high school students took part in the Pre-Business Conference at St. Louis University.

Management Center	Northwest High School
University City High School	Ritenour High School
Vashon High School	Beaumont High School
N.J.R.O.T.C. Academy	

XIV. Applications from 100 City/County high school juniors have been accepted. Worksite recruitment is proceeding. Three Saturday morning in-service sessions have been completed. Students from the following county school districts are in the program.

Affton	Normandy
Hancock Place	Maplewood/Richmond Heights
Jennings	Ritenour
Kirkwood	University City
Ferguson/Florissant	

XV. Applications from 108 city/county high school junior girls were accepted for the "Women of Tomorrow Plan Today" Conference.

SAINT LOUIS PUBLIC SCHOOLS

PAIRING AND SHARING

City-County Field Trips 1983-1984

September 22, 1983 - June 5, 1984

Total number of trips	160
Number of black students transported	5,975
Number of white students transported	4,770
Total number of black/white students transported	10,745

5057 RIDGE • ST. LOUIS, MISSOURI 63113 • AREA CODE (314) 361-6588

CITY/COUNTY PAIRINGS

PAIRING/SHARING FIELD TRIPS

September 22, 1983 thru
May 15, 1984

DATE	ACTIVITIES	SCHOOL	NO. OF STUDENTS BLACK	WHITE	TOTAL
9-22-83	Eckert's Farm	Crestwood/Cupples	30	36	66
9-28-83	Eckert's Farm	Farragut/Flynn Park	102	30	132
10-3-83	Eckert's Farm	Washington/Crestwood	23	27	50
10-6-83	St. Louis Zoo (Ed. Dept.)	North Kirkwood/Langston	31	24	55
10-7-83	Rombach Farm	Wyman/Iveland	44	21	65
10-10-83	Eckert's Farm	McKinley/Ashland	188	2	190
10-10-83	Rombach Farm	Gundlach/Iveland	66	21	87
10-10-83	Rombach Farm	Gundlach/Iveland	68	58	126
10-12-83	Rombach Farm	Cote Brilliante/Iveland	27	15	42
10-13-83	Honors Art	Ladue Jr. High/Mason	30	30	60
10-13-83	Eckert's Farm	Iveland/Jackson	40	10	50
10-14-83	Eckert's Farm	West Richmond/Ames/Bryan Hill	52	34	86
10-14-83	Rombach Farm	Hamilton Br./ Harrison(Nor.)	39	6	45
10-17-83	Rombach Farm	Flynn Park/Farragut	82	24	106
10-17-83	Rombach Farm	Washington/Crestwood	20	39	59
10-18-83	Rombach Farm	Hamilton Br./Harrison(Normandy)	48	3	51
10-18-83	Rombach Farm	Crestwood/Washington	21	23	44
10-18-83	Museum of Transportation	Webster/Ladue Jr. High	46	14	60
10-19-83	Rombach Farm	Iveland/Cote Brilliante	36	12	48
10-19-83	Rombach Farm	Iveland/Cote Brilliante	29	19	48
10-25-83	Rombach Farm	Farragut/Flynn Park	37	13	50
10-25-83	Mo. Botanical Garden	Rose Acres/Cupples	23	22	45
10-25-83	Art Museum	McKinley/Pattonville	16	73	89
10-28-83	Mo. Botanical Garden	Keysor/Buder	58	115	173
10-28-83	Channel Five	Roosevelt/McClure	2	7	9
11-1-83	Magic House	Stowe/Brentwood	55	14	69
11-1-83	Oakville Sr. High	Grant Middle	41	39	80
11-2-83	Cricket Hill Orchard	Iveland/Emerson	24	22	46
11-7-83	Mo. Botanical Garden	Delmar Harvard/Sigel	41	35	76
11-7-83	Arch Museum	Crestwood/Washington	23	33	56
11-8-83	Arch Museum	Crestwood/Washington	37	21	58
11-9-83	Mo. Botanical Garden	Jackson Park/Walbridge	66	33	99
		TOTAL	1,445	875	2,320

CITY/COUNTY PAIRINGS

PAIRING/SHARING FIELD TRIPS

September 22, 1983 thru
June 5,1984

DATE	ACTIVITIES	SCHOOL	NO. OF STUDENTS BLACK	WHITE	TOTAL
11-11-83	Camp Sherwood	Sumner High/U. City High	15	30	45
11-11-83	Camp Sherwood	Vashon/Kirkwood	15	30	45
11-15-83	Alton/AMTRAK	Trautwein/Mark Twain	32	20	52
11-15-83	St. Louis Zoo - Education Dept.	Brentwood/Roosevelt	36	51	87
11-16-84	Alton/AMTRAK	Trautwein/Mark Twain	32	20	52
11-17-83	Dental Health Theatre	Trautwein/Arlington	27	21	48
11-19-83	Horton Watkins High	Banneker School	46	20	66
11-28-83	Arch Museum	Gotsch/Adams/Simmons	67	101	168
11-29-83	Arch Museum	Simmons/Mesnier	15	30	45
11-29-83	Arch Museum	Cote Brilliante/Gostch	15	59	74
11-30-83	Fontbone College	Jefferson/Garrett	34	21	55
12- 1-83	Jefferson Memorial	Hamilton/Flynn Park	36	29	65
12- 1-83	Repertory Theatre	Sperreng Middle/Stowe Middle	63	62	125
12- 1-83	Fontbone College	Farragut/Flynn Park	41	13	54
12- 2-83	Arch Museum	Mesnier/Buder	52	46	98
12- 2-83	Jefferson Memorial	Hamilton/Flynn Park	57	33	90
12- 5-83	Dental Health Theatre	Crestwood/Jackson	29	23	52
12- 6-83	Powell Symphony Hall	Henry/Scruggs/Hancock	18	67	85
12- 6-83	Museum of Science and Natural History	Trautwein/Arlington	27	21	48
12- 7-83	First Street Forum	Honors Art/Hancock Sr.	16	12	28
12- 7-83	Dental Health Theatre	Crestwood/Arlington			
12- 8-83	MO Botanical Garden	Banneker/Glenridge	32	23	55
12- 9-83	Scottish Rite Aud.	Wyland/Bryan Hill	46	110	156
12- 9-83	Scottish Rite Aud.	Bryan Hill/McKinley (NOR.)	96	3	99
12- 9-83	Scottish Rite Aud.	Iveland/Arlington	60	105	165
12- 9-83	MO Botanical Garden	Hamilton/Flynn Park	111	15	126
12- 9-83	Scottish Rite Aud.	Hoech/Baden	70	56	126
12- 9-83	Dental Health Theatre	Crestwood/Jackson	30	24	54
12-14-83	Lorette Hilton	Oakville Sr./NJROTC Acad.	15	59	74
12-17-83	Horton Watkins High	Banneker	40	25	65
12-19-83	MO Botanical Garden	Crestwood/Classical Jr. Acad.	35	9	44
12-20-83	MO Botanical Garden	Cole/Crestwood	21	27	48
		TOTAL	1,229	1,165	2,394

CITY/COUNTY PAIRINGS

PAIRING/SHARING FIELD TRIPS

September 22, 1983 thru
June 5,1984

DATE	ACTIVITIES	SCHOOL	NO. OF STUDENTS BLACK	WHITE	TOTAL
12-21-83	Meramec School	McKinley (Normandy)	28	2	30
12-21-83	MO Botanical Garden	Mitchell Br./Trautwein	30	23	53
12- 9-83	Scottish Rite Aud.	Marvin/Simmons	40	50	90
1-13-84	Julia Davis Library	Marvin/Marshall	30	17	47
1-18-84	ITT Bakery/Gateway Arch	Bel Ridge/Madison	30	13	43
1-25-84	MO Botanical Garden	Baden/Crestwood	25	24	49
1-25-84	MO Botanical Garden	Baden/Crestwood	27	24	51
1-26-84	MO Botanical Garden	Harrison/Crestwood	27	24	51
1-26-84	MO Botanical Garden	Harrison/Mesnier	29	25	54
1-26-84	Fourth R Gallery	Laclede/Trautwein	30	23	53
1-26-84	Fourth R Gallery	Walbridge/Trautwein	31	24	55
2- 2-84	Art Museum	West Richmond/Bryan Hill	30	21	51
2- 8-84	Magic House	Irving/Iveland	35	18	53
2- 9-84	MO Botanical Garden	Mesnier/Hamilton Br.	25	25	50
2-10-84	MO Botanical Garden	Trautwein/Hamilton Br.	24	23	47
2-14-84	Dental Health Theatre	Robinson/Stix	21	14	35
2-14-84	Vaughn Cultural Center	Bel Ridge/Madison	24	16	40
2-15-84	Visual & Performing Art High School	Meramec/McKinley (Nor.)	31	15	46
2-16-84	Visual & Performing Art High School	Trautwein/Arlington	27	21	48
2-17-84	MO Botanical Garden	Hamilton/Flynn Park	60	28	88
2-17-84	MO Botanical Garden	Hamilton/Flynn Park	57	34	91
2-17-84	Museum of Science and Natural History	Marshall/Marvin	31	24	55
2-17-84	MO Botanical Garden	Iveland/Cupples	18	15	33
2-18-84	Horton Watkins High	Banneker School	41	25	66
2-23-84	Iveland School	Clark Br. II School	28	26	54
3- 1-84	Art Museum	Roosevelt/Washington V.P.A. High/Pattonville Northwest	68	25	93
3- 1-84	Vaughn Cultural Center	Parkway South	9	35	44
3- 1-84	Fourth R Gallery	Cupples/Trautwein	24	22	46
3-10-84	Horton Watkins High	Banneker School	34	25	59
		TOTAL	914	661	1,575

CITY/COUNTY PAIRINGS

PAIRING/SHARING FIELD TRIPS

September 22, 1983 thru
June 5,1984

DATE	ACTIVITIES	SCHOOL	NO. OF STUDENTS BLACK	WHITE	TOTAL
3-13-84	Museum of Transportation	Valley Park/Cook Br.	53	59	112
3-14-84	Bernard School(Mehlville)	Ashland School	76	88	164
3-15-84	Art Museum	Iveland/Irving	28	25	53
3-16-84	Dental Health Theatre	Wyland/Ashland	22	27	49
3-16-84	Bernard School(Mehlville)	Ashland School	99	66	165
3-19-84	Normandy Jr. High School	Rose Acres/Harrison Bel Ridge	17	35	52
3-20-84	St. Louis Zoo - Education Department	Farragut/Flynn Park	33	5	38
3-20-84	UMSL	Rose Acres/Kratz/Harrison Garfield	34	74	108
3-21-84	Dental Health Theatre	Jackson Park/V.P.A. Shaw	31	25	56
3-22-84	UMSL	McKinley	22	2	24
3-22-84	UMSL	Ashland	30	15	45
3-22-84	UMSL	McKinley	23	6	29
3-22-84	UMSL	Kratz	3	21	24
3-26-84	Ralston Purina Farm	Bernard/Mitchell	26	23	49
3-27-84	Loretta Hilton Theatre	Sperreng Middle/Stowe Middle	42	108	150
3-28-84	Iveland School	Clark Br. II	25	23	48
4- 6-84	Washington Metropolitan AME Church	Parkway South Sr./King Middle	50	100	150
4-11-84	Museum of Transportation	Webster/Ladue Jr. High	25	35	60
4-13-84	Fourth R Gallery	Marvin/Marshall	29	18	47
4-14-84	Horton Watkins High	Banneker	40	50	90
4-18-84	Rock State Elephant Park Taum Sauk Pumped Storage Plant	Claymont/Academic and Athletic Academy	61	30	91
4-18-84	Normandy Architectural Tour	Rose Acres/Ashland	30	25	55
4-19-84	Art Museum	Farragut/Flynn Park	64	25	89
4-19-84	Normandy Architectural Tour	Rose Acres/Ashland	30	25	55
4-26-84	Normandy Architectural Tour	Kratz/Ashland	30	22	52
		TOTAL	923	932	1,855

CITY/COUNTY PAIRINGS

PAIRING/SHARING FIELD TRIPS

September 22, 1983 thru
June 5,1984

DATE	ACTIVITIES	SCHOOL	NO. OF STUDENTS BLACK	WHITE	TOTAL
4-30-84	Fourth R Gallery	Iveland/Irving	23	28	51
4-30-84	Iveland School	Clark Br. II	30	23	53
5- 1-84	Arboretum	Banneker/Glenridge	29	26	55
5- 1-84	Museum of Science and Natural History	Sherman/Garfield (Nor.)	49	7	56
5- 2-84	Southern Ill. Univ.	Central/Sumner/O'Fallon Ladue/Lindbergh/Parkway So. Health Career High/Crestwood	35	26	61
5- 2-84	Museum of Science and Natural History	Jackson/Crestwood	25	24	49
5- 2-84	Arboretum	Cupples/Rose Acres	29	19	48
5- 2-84	Museum of Transportation	Webster/Ladue	35	25	60
5- 3-84	Art Museum	Mason/Nipher Middle/Yeatman	60	100	160
5- 3-84	Arboretum	Jackson Park/Walbridge	40	22	62
5- 3-84	Museum of Science and Natural History	Jackson/Crestwood	27	22	49
5- 3-84	Fourth R Gallery	Stanton Elem./Irving	30	24	54
5- 3-84	Normandy Architectural Tour	Kratz/Ashland	30	24	54
5- 4-84	Arch Museum	Clark Br. I/Kratz	40	33	73
5- 4-84	Arboretum	Buder/Keysor	62	87	149
5- 4-84	Normandy Architectural Tour	Ashland/Rose Acres	30	22	52
5- 4-84	Museum of Science and Natural History	Jackson/Crestwood	21	22	43
5- 7-84	MO Botanical Garden	Walnut Park/Marvin	30	23	53
5- 8-84	Rockwood Reservation	Carr Lane/Valley Park	31	24	55
5- 9-84	MO Botanical Garden	Walnut Park/Marvin	30	21	51
5- 9-84	Ralston Purina Farm	Scruggs/Mesnier	20	30	50
5- 9-84	Rockwood Reservation	Carr Lane/ Valley Park	32	23	55
5-10-84	Rockwood Reservation	Carr Lane/Valley Park	34	28	62
5-10-84	Normandy Architectural Tour	Ashland/Kratz	30	24	54
5-11-84	Arboretum	Sigel/Delmar Harvard	42	33	75
5-11-84	Irving School	Iveland School	30	16	46
		TOTAL	874	756	1,630

CITY/COUNTY PAIRINGS

PAIRING/SHARING FIELD TRIPS

September 22, 1983 thru
June 5,1984

DATE	ACTIVITIES	SCHOOL	NO. OF STUDENTS BLACK	WHITE	TOTAL
5-16-84	Suson County Park	Stix/Robinson	23	22	45
5-17-84	Grant's Farm/Bohrer Park	Flynn Park/ Farragut	37	13	50
5-17-84	Fourth R Gallery	Mesnier/Cook Br.	26	25	51
5-18-84	Art Msueum	Garfield/Harrison (Nor.)	69	15	84
5-18-84	Grant's Farm	Cook Br./Valley Park	54	54	108
5-19-84	Stacey Park	Banneker/Horton Watkins High	41	25	66
5-23-84	Fourth R Gallery	Kellison/Irving	20	22	42
5-23-84	Vaughn Cultural Center	Mason/Bishop	40	14	54
5-25-84	Harris Stowe State College	Jackson Park/V.P.A. - Shaw	28	25	53
5-30-84	West Richmond Elem.	Scullin School	35	20	55
5-31-84	Grant's Farm	Westchester/Sigel	31	19	50
5-31-84	Grant's Farm	Madison/Bel Ridge	25	17	42
6- 1-84	Eckert's Farm	Bel Ridge/Wilkinson	60	13	73
6- 1-84	McDonnell Memorial Park	Meramec/McKinley (Nor.)	48	42	90
6- 1-84	Froebel School St. Louis Zoo - Education Dept.	Westchester/Froebel	21	33	54
6- 5-84	Grant's Farm	Kellison/Cote Brilliante	32	22	54
		TOTAL	590	381	971

REPORT ON CITY - COUNTY SCHOOL PARTNERSHIP PROGRAMS

Submitted to the

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

May 18, 1984

J. Wayne Walker
Director

Shirley J. Brown
Divisional Assistant

Shellie Hexter
Divisional Assistant

School Partnership Program
St. Louis Public Schools
5057 Ridge Avenue
Saint Louis, Missouri 63113
361-5568

CITY-COUNTY PARTNERSHIP PROGRAMS BY SCHOOL

High Schools	(Grades 9 - 12)	Pages 1 - 6
Middle Schools	(Grades 6 - 8)	Pages 7 - 11)
Elementary Schools	(Grades K - 5)	Pages 12-14)

DISTRIBUTION OF METRO VOLUNTARY SETTLEMENT PLAN & PRIVATELY FUNDED CITY-COUNTY PROGRAMS

	#Students		#Sessions	#Programs
	City	County		
High Schools	*1,913	*1,523	166	55
Middle Schools	**1,570	**1,693	207	44
Elementary Schools	***1,060	*** 938	131	31
TOTAL:	4,543	4,154	504	130

* of this total 450 City & 72 County students attended performance only with no workshops

** of this total 90 City & 310 County students attended performance only with no workshops

*** of this total 25 City & 25 County students attended performance only with no workshops

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL						
Academy of Math and Science Hazelwood Central High	Spanish Art	20	 20	3	St. Louis University	Focus on Spanish culture with tour of Mayan Art
Academy of Math and Science Ritenour High	German	15	 45	4	UMSL	Focus on German culture in Missouri and viewed "Mit Feder und Hammer" exhibit
Academy of Math and Science Parkway North High	Mock Trial	30	 30	1	Bar Association of Metropolitan St. Louis	Students competed in mock trial
Academy of Math and Science Northwest High Southwest High Affton High University City High	Energy	26 19 18	 19 18	4	Missouri Botanical Garden	Energy program and simulation
Beaumont High Hattonville High	(World Culture) Art Program	15	 15	3	St. Louis Art Museum	Students studied arts of different world cultures
Beaumont High NJROTC High O'Fallon High Berkeley High Hazelwood East High Maplewood-Richmond Hts. High McClure North High (Ferguson-Florissant) Normandy High Parkway Central High	Social Studies	28 30 20	 11 20 20 28 20 30	1	Cech-Up III	Students focused on state government
Central High Roosevelt High Southwest High Vashon High Lindbergh High University City High	Social Studies	53 22 7 8	 3 25	4	Missouri Botanical Garden	Hunger study and simulation
Cleveland High Lafayette High (Rockwood)	Mock Trial	30	 30	1	Bar Association of Metropolitan St. Louis	Students competed in mock trial

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL (cont.)						
Cleveland High Bayless High	Theatre Workshop	200*	12*	2	St. Louis Repertory	Students saw performances of "Sleuth" and "All the World's a Stage"
Health Careers High Clayton High	Pyschology	24	24	3	Washington University School of Medicine	Introduction to Neurophyschology, psychopharmacology, adolescent suicide & depression
McKinley High Normandy High	Tyson	38	29	4	Washington University and Tyson Research Ctr.	Students visited Oak Hickory Forest and studied waterways and wolves
McKinley High Horton Watkins	Retail Merchandising	7	10	4	Saks 5th Avenue	Sessions at Saks focusing on Personnel and consumers, session at each school to discuss "Behind the Scenes" and "Consumers"
McKinley High Pattonville High	Mock Trial	30	30	1	Bar Association of Metropolitan St. Louis	Students competed in mock trial
Metro High Affton High	City Development	14	28	3	St. Louis Community Development Agency	Understanding the city through maps and numbers
Metro High Kirkwood High	Eletronic Journalism	25	25	6	KPLR-TV, Channel 11 Double Helix	Worked on television techniques including camera, videotaping, playback
Metro High Clayton High	French	10	12	7	Young Audiences St. Louis Art Museum Jacques Chicoineau Washington University Romance Department	Students focused on French culture including tour of DeMenil House, puppetry, music and poetry
Metro High Clayton High	Spanish	13	22	2	Washington University Spanish Department	Students focused on Spanish culture
Northwest High Maplewood-Richmond Hts. High	Storytelling Festival	60*	40*	1	UMSL Continuing Education Extension	Students attended Storytelling Festival held at the Arch
Northwest High Lindbergh High	Graphics	15	15	4	Peckham, Guyton, Albers, and Vieta	Students focused on graphics for use in an advertisement

*Students attended performance only

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL (cont.)						
Northwest High Maplewood-Richmond Hts. High	Drama	140* 60	7	3	St. Louis Repertory Theatre	Students focused on drama techniques and attended performances
Northwest High Maplewood-Richmond Hts. High	Opera	45	53	2	St. Louis Opera Theatre	Students attend docent session and a performance of "Old Maid and the Thief"
Northwest High Eskridge High (Wellston)	Investments	35	21	4	Merrill Lynch/Drexel, Burnham, and Lambert	Students focused on investment concepts and various occupations in that field
Northwest High * Vashon High Valley Park High	Music	25* 25*	20*	1	Bayless Music Boosters	Students attended performance
Roosevelt High Clayton High	German Language	35	15	2	Washington University German Department	Students focused on German culture
Roosevelt High Parkway South Sr. High	German	35	65	3	UMSL	Students focused on German culture
Roosevelt High Clayton High	Nutrition	12	5	1	Pasta House Company	Cooking show
Roosevelt High Lindbergh High	Nutrition	13	24	1	Laclede Gas	Cooking with gas stove
Roosevelt High Hazelwood East High	Mock Trial	30	25	1	Bar Association of Metropolitan St. Louis	Students performed a mock trial
Roosevelt High Lindbergh High	Nuclear Energy	13	34	4	Union Electric	Students studied Nuclear Energy
Roosevelt High Lindbergh High	Mock Trial	30	30	1	Bar Association of Metropolitan St. Louis	Students performed a mock trial

*Students attended performance only

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL (cont.)						
Roosevelt High Ritenour High	German Language	35	46	2	Washington University German Department	Students focused on German language
Roosevelt High Hazelwood Central High	Spanish Language	25	28	2	Washington University Spanish Department	Students focused on Spanish language
Roosevelt High Ritenour High	Spanish	25	30	4	Washington University Spanish Department	Students focused on Spanish language
Roosevelt High University City High	Family Relations	33	25	2	Department of Community Health and Medical Care	Students focused on child development and had rap session
Soldan High Bayless High	Tyson-Outdoor Science	25	20	4	Tyson Research Center Washington University	Students studied endangered species, bird banding, and waterways
Soldan High Pattonville High Parkway South High	Medicine	35	32 1	4	Washington University School of Medicine	Focus on careers in medicine, biology, anatomy and medical ethics
Soldan High Kirkwood High	Polymer Chemistry	26	16	6	Monsanto	Students were introduced to Organic and Polymer Chemistry
Soldan High Lindbergh High	Corrections	16	16	3	Bar Association of Metropolitan St. Louis	Students focused on various aspects of correctional institutions
Soldan High Clayton High	Psychology	15	27	4	Washington University Psychiatric Division	Students studied various aspects of psychology
Soldan High Horton Watkins High (Ladue)	Mock Trial	30	30	1	Bar Association of Metropolitan St. Louis	Students performed a mock trial
Soldan High Horton Watkins High (Ladue)	Nuclear Energy	25	22	4	Union Electric	Students were exposed to Nuclear Energy through tours and lectures

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL (cont.)						
Soldan High Ladue High Lindbergh High Webster Groves High	Social Studies	40	4 5 5	5	C-Span Close-Up American Cablevision	Teleconference with Washington, D.C. Government-Law and The Family
Southwest High Lindbergh High	Tyson-Outdoor Science	33	33	3	Tyson Research Center Washington University	Studied the area of geology plus wolves in a wildness habitat
Southwest High Lindbergh High	French	20	20	3	Art Museum	Students studied French culture, art and architecture
Southwest High Affton High	Nuclear Energy	23	21	4	Union Electric	Studied various aspects of Nuclear Energy, including opposing points of view
Sumner High Ritenour High	Video Technique	15	22	6	Double Helix	Students learned about videotaping, lighting, audio and camera operations with hands-on experience
Sumner High Lindbergh High	Kansas City Ballet	21	38	3	Dance St. Louis	Students attended pre-dance session, lecture, demonstration and post-dance session
Sumner High Pattonville High University City High	Medicine	4	4 4	4	Washington University	Study of human anatomy
Sumner High Lindbergh High	Forensic Medicine	35	35	3	Medical Examiner's Office	History of Forensic Medicine, overview of death reports, visit to City Morgue
Sumner High University City High	Medicine	25	35	3	Washington University School of Medicine	Focus on career in medicine, biology, anatomy and medical ethics
Sumner High Lindbergh High	Forensic Medicine	27	19	3	Medical Examiner's Office	Study of investigative techniques, tour of City Morgue, and session on forensic toxocology

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL (cont.)						
Sumner High Jennings High	Family Relations	30	30	2	Department of Community Health and Medical Care	Lecture and rap session on child development, human sexuality, and sexually transmitted diseases
Visual and Performing Arts University City High	Music	25	25	4	St. Louis Symphony	Students focused on various forms of music instruments, studied with symphony artists
Visual and Performing Arts Clayton High	Mock Trial	30	30	1	Bar Association of Metropolitan St. Louis	Students performed a mock trial
Vashon High Pattonville High	Law (Corrections)	20	20	5	Bar Association of Metropolitan St. Louis	Students focused on various forms of correctional institutions
	High School Totals	*1913	*1523	166		

*of this total 450 City & 72 County students attended performance only with no workshops

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
MIDDLE SCHOOLS						
Blewett Middle Steger (Webster Groves)	United Nations	32	20	2	U.N. Association	Studied the culture of other lands independently, then met to share information.
Blewett Middle Kirby	Where Rivers Meet	35	26	6	Missouri Historical Society	Learned about Missouri culture, including music, fashion, St. Louis sites.
Blewett Middle Ladue Jr. High	Federal Systems of Government (Law)	31	31	7	Bar Association of Metropolitan St. Louis	Toured Jefferson City, City Hall, Police Department and Court. Learned basic principles of the Judicial System.
Classical Jr. Academy Holman Middle	Creative Writing	17	17	3	Missouri Botanical Garden	Students work in groups, drawing and illustration of garden sites.
Classical Jr. Academy MacKenzie Jr. High	By Heart and Hand	21	25	3	Saint Louis Art Museum	Students toured Art Museum folk exhibit and saw performances of Music of St. Louis.
Classical Jr. Academy Sperreng Middle	Architecture	15	15	4	Andy Trivers Washington University School of Architecture	Studied architecture including rehabilitation, local architecture and attended a lecture at Washington University School of Architecture.

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
Columbia Middle Eureka Jr. High	City/County Privately Funded Zoo	30	34	4	St. Louis Zoo	Studied various species of animals.
Columbia Middle Parkway South Jr. High	Where Rivers Me[illegible]	33	31	6	Missouri Historical Society	Studied various facets of Missouri History.
Fanning Middle Avery	JNEH	30	30	5	St. Louis Gateway Arch	Westward Expansion
Fanning Middle Normandy Jr. High	JNEH	25	25	6	St. Louis Gateway Arch	Westward Expansion
Ford Middle Brentwood Jr. High Brittany Woods Middle	Where Rivers Meet	20	14 25	6	Missouri Historical Society	Attended work sessions and tour of Jefferson Memorial Building.
Ford Middle Pattonville Heights	Creative Writing FSA	35	25	6	Double Helix Channel 2	Studied editing, staging and taping of media and public announcements.
Grant Middle Bishop Elementary	Banking	35	35	3	Landmark Bank	Attended banking sessions and tour.
Hickey Middle Nipher Middle	United Nations	24	26	14	U. N. Association	Studied the culture of other lands independently, then met to share information.
King Middle Koch Middle	Missouri Culture	28	30	2	Muny Opera	Performances of Missouri history--current and past events.
Langston Middle Brittany Woods Middle	Drama	100	30	2	Muny Student Theatre	Five Freedoms Review and presentation and workshops.
Langston Middle Sperreng Middle	Caving	15	15	4	Middle MS Valley Grotto, Inc.	Ecology of caves, cave safety; experiencing the day in a wild cave.
Langston Middle MacKenzie Jr. High	Where Rivers Meet	28	26	6	Missouri Historical Society	Focus on social and cultural history of St. Louis.

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
Langston Middle N. Kirkwood Middle	Zoo	165	120	5	St. Louis Zoo	Study of reptiles, birds, mammals, and vanishing wildlife.
Mason ILC Wydown Jr.High	Pharmacy	33	33	3	St.Louis College of Pharmacy	Study of pharmacology.
Mason ILC Hixson Jr. High	Energy Conservation	30	30	4	Laclede Gas Co.	Using gas as fuel, economics and deregulation; tour of gas plant.
Mason ILC Nipher Middle	Japanese Industry	50	50	3	ITT Continental Baking Co./Missouri Botanical Garden	Students compared Japanese and American industry. They also toured the Japanese Garden.
Mason ILC Nipher Middle	Japanese Industry	50	50	3	Lincoln St. Louis/ Missouri Botanical Garden.	Students compared Japanese and American industry. They also toured the Japanese Garden.
Nottingham Middle Sorrento Springs	JNEH	30	30	6	St. Louis Gateway Arch	Westward Expansion
Simmons Parkway South Jr.	Where River Meets	25	28	6	Missouri Historical Society.	Students focused on Missouri history.
Simmons Sperreng Middle	St. Louis Zoo	37	35	4	St. Louis Zoological Park.	Students studied various species of animals.
Stevens Middle N. Kirkwood Middle	Where Rivem Meet	35	26	6	Missouri Historical Society	Students studied history of Missouri's culture including music; tour of Society collections.
Stevens Middle Brentwood Jr. High	Banking	20	20	5	Brentwood Bank	Students learned practical aspects of banking.
Stevens Middle Holman Middle	Consumer Economics	25	31	4	Bar Association of Metropolitan St.Louis	Students learned about legal aid, what the food and drug administration and MOPIRG represent and law related careers.

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NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
Stevens Middle Hancock	Young Peoples Concert	44	52	3	St. Louis Symphony	Studied classical works by composers from different countries;toured the symphony hall..
Stowe Middle Brittany Woods Middle	Social Studies	90*	310*	2	Muny Student Theatre	Students attended Muny Theatre program on St. Louis history.
Stowe Middle Glenridge	United Nations	28	36	14	U.N.Association	Resource persons visited schools and taught students about different countries.
Stowe Middle Hancock 2 and 3	Young Peoples Concert	65	78	3	St. Louis Symphony	Focused on classical works by composers from different countries and toured symphony hall.
Stowe Middle Valley Middle	Zoo	30	22	4	St. Louis Zoological Park	Students visited zoo and studied reptiles, birds, mammals, and vanishing wildlife.
Turner Middle Parkway South Jr.	Banking	30	25	4	Mercantile Bank	Students learned practical aspects of banking.
Turner Middle Ritenour Middle	Outdoor Science	27	30	4	Tyson and Washington University	Students studied orienteering weather,endangered species and bird banding.
VPAM-Marquette Brittany Woods Middle	Music	15	15	4	St.Louis Symphony	Students focused on various instruments;worked with individual symphony artists.
Washington Middle Holman	Alcoholism	35	35	1	St. Area NCA	Panel discussion on alcoholism.
Washington Middle Brittany Woods Middle	Law	30	30	2	Legal Services of Eastern Missouri	Social studies program designed to help students master B.E.S.T. Objectives.

*Students attended performance - no individual sessions

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
Webster Middle Brittany Woods Middle	Law	30	30	3	Legal Services of Eastern Missouri	Social studies program designed to help students master B.E.S.T. Objectives.
Webster Middle Nixson Jr.	World of Work	11	12	3	McDonalds	Examining the concept of work in a cash economy.
Williams Middle Holman Middle	Sports Medicine	25	30	3	St.Louis University Athletic Department	Students studied sports medicine, athletic training, and dancers as athletes.
Woerner Middle Washington Jr. High	JNEM	25	25	5	St. Louis Gateway Arch	Westward Expansion
Yeatman Ritenour	United Nations	31	30	14	United Nations Association	Resource persons visited schools and taught students about different countries.
	MIDDLE SCHOOL TOTALS	*1,570	*1,693	207		

*of this total 90 City & 310 County students attended performance only with no workshops

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
ELEMENTARY SCHOOLS (grades K-5)						
Adams School Iveland School(Ritenour)	Earth & Planetary Science	31	26	4	Museum of Science of Natural History	Studied the Solar System
Baden School Mesnier (Affton)	Yesteryear Festival	143	126	3	Young Audiences, SL/EAP, Springboard to Learning	Historical Activities at Oakland House
Banneker School North Glendale(Kirkwood)	Young People's Concert	39	32	4	St. Louis Symphony	Toured symphony hall, had docent sessions and attended concerts
Buder Meramec (Clayton)	Ballet	28	44	3	Metropolitan Ballet of St. Louis	Various techniques & types of dance
Carr Lane Briar Crest (Pattonville)	Orienteering	30	28	3	Orienteering Club of St. Louis/STREAM	Students learned map & compass skills through orienteering
Carr Lane Kellison (Rockwood)	Storytelling	31	28	5	CASA	Techniques of storytelling Storytelling Festival
Carver Hancock 2	Young People's Concerts	33	25	5	St. Louis Symphony	Classical works by composers from different countries
Clark Sorrento Springs(Parkway)	Missouri Culture	30	28	1	Missouri Botanical Garden	Visual enrichment
Classcial Jr. Academy Flynn and Jackson Park Challenge Program	Archaeology	26	26	5	UMSL Archaeology Survey	Examination and identification of artifacts. Visitation to archaeological site.
Classical Jr. Academy Delmar Harvard and Daniel Boone challenge Program	Archaeology	26	16	5	UMSL Archaeology Survey	Examination and identification of artifacts. Visitation to archaeological site.
Classical Jr. Academy Pershing and Hawthorne Challenge Program	Archaeology	22	17	5	UMSL Archaeology Survey	Visitation to archaeological site. Examination and identification of artifacts

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	NO. OF STUDENTS COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
ELEMENTARY SCHOOLS (Continued)						
Eliot Robinson (Kirkwood)	Pulsar-Insight	33	16	6	McDonnell Planetarium	The Solar System
Emerson Mesnier (Affton)	Pulsar-Insight	33	24	6	McDonnell Planetarium	The Solar System
Emerson Pierremont(Parkway)	Advertising Techniques	29	26	3	Cera Partnership	Various forms of advertising
Farragut Pierremont	Opera Theatre	30	26	2	St. Louis Opera Theatre	Attended performance and tour of Fox Theatre
Harrison Iveland (Ritenour)	Science	15	15	5	Museum of Science & Natural History	Natural History with variety of activities including construction & design;diorama
Harrison Crestwood (Lindbergh)	Arch Program	33	26	7	Jefferson National Expansion Memorial	Westward Expansion
Henry Delmar-Harvard(Univ.City)	Earth & Planetary Science	29	26	4	Museum of Science of Natural History	Solar System & Earth Science Missouri
Hodgen Old Bonhomme (Ladue)	Pulsar-Insight	32	20	6	McDonnell Planetarium	Earth & Planetary Science
Irving Peabody Hancock 1 & 3	Young People's Concerts	30 52	85	4	St. Louis Symphony	Spanish Fiesta, Octaves & Arias, Symphony tour & docent session
Jefferson Crestwood (Lindbergh)	Pulsar-Insight	30	26	6	McDonnell Planetarium	Earth & Planetary Science
Lowell Delmar-Harvard(Univ.City)	Storytelling	31	26	4	St. Louis Public Library	Three sessions with professional storytellers
Lowell Delmar-Harvard(Univ.City)	Storytelling	29	26	4	St. Louis Public Library	Three sessions with professional storytellers

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NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	NUMBER OF SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
ELEMENTARY SCHOOLS (Continued)						
Peabody North Kirkwood	Tyson Research Center	25	27	4	Washington University/Tyson	Endangered species & geological waterways
Scullin Bristol (Webster Groves)	Pulsar-Insight	21	33	6	McDonnell Planetarium	Earth & Planetary Science
Shepard Valley Park	Tyson Research Center	22	19	4	Washington University/Tyson	Endangered species & geological waterways
Walnut Park Armstrong (Hazelwood)	"Peter & the Wolf"	26	22	3	Young Audiences	Students listened to performance of "Peter & th Wolf" and focused on puppets & storytelling
Woerner Meramec (Clayton)	Young Audiences	*25	*25	1	Young Audiences	Performance by Young Audience
Woerner North Glendale(Kirkwood)	Earth & Planetary Science	30	29	4	Museum of Science of Natural History	Earth & Planetary Science
Walbridge Marvin (Ritenour)	Pulsar-Insight	35	27	6	McDonnell Planetarium	Earth & Planetary Science
Walbrige Valley Park	Orienteering	31	18	3	Orienteering Club of St.Louis/STREAM	Students learned map & compass skills through orienteering
	ELEMENTARY TOTALS	*1,060	*938	131		
	TOTALS	4,543	4,154	504		

* of this total 25 City & 25 County students attended performance only with no workshops

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Springboard to Learning

June 6, 1984

REPORT OF CITY/COUNTY SPRINGBOARD PROGRAMS FOR 1983-84 SCHOOL YEAR:

FORMAT: Each school has Springboard Teacher for 14 weekly visits; each student has Pen Pal partner in the "sister" school; paired classrooms come together so that Pen Pals can meet one another and share an enrichment experience built on the Springboard program.

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JEAN ROTH

SPRINGBOARD TO LEARNING, INC.
in the CASA-Midtown Building
3207 Washington Avenue
St. Louis, Missouri 63103
(314) 652-3559

SCHOOL/DISTRICT	GRADE	SPBD. TOPIC	# STUDENTS	MEETING SITE
Nipher Middle/Kirkwood	6-7	CULTURE OF JAPAN	120	U.M.S.L.
Mason I.L.C./St. Louis	6-7	CULTURE OF JAPAN	131	U.M.S.L.
Wyland/Ritenour	4-5	CULTURE, PAKISTAN	164	U.M.S.L.
Froebel/St. Louis	4-5	CULTURE, PAKISTAN	121	U.M.S.L.
Oakville/Mehlville	3-4	PUPPETRY	103	Lindenwood
Garfield/ St. Louis	3-4	PUPPETRY	110	Lindenwood
Trautwein/Mehlville	5	PUPPETRY	115	Lindenwood
Stix I.L.C./St. Louis	5	PUPPETRY	140	Lindenwood
		Student Total	1,008	
PRIVATELY FUNDED CITY/COUNTY PROGRAMS:				
Mesnier/Affton	4-5	EARLY ST. LOUIS	126	Camping program
Baden/St. Louis	4-5	EARLY ST. LOUIS	140	through SL/EAP at Babler State P.
Valley Park/Valley Park	4-5	EARLY ST. LOUIS	101	Babler State Park
Carr Lane/St. Louis	4-5	EARLY ST. LOUIS	61	Babler State Park
Clark Branch/St. Louis	4-5	EARLY ST. LOUIS	48	Babler State Park
GlenRidge/Clayton	5	DANCE	27	Jose Limon Dance
Captain/Clayton	5	DANCE	50	workshop at Clas.
Classical Jr./St. Louis	5	DANCE	67	Jr.; follow-up workshop at Capta
		Student Total	620	

TOTAL STUDENTS, ALL CITY/COUNTY PROJECT 1,624

Missouri Arts Council

Member of
The Arts and Education
Council of Greater St. Louis

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CHAPTER II HIGH SCHOOL
CITIZENSHIP AND ATTENDANCE PROJECT

Roster of Participating Schools

SCHOOLS	FACULTY SPONSORS	PARTICIPANTS
Academy of Math & Science	Byron Clemens	4
Business & Management	Doug Jarrett	5
Central	Rich McPherson/Mary Armstrong	5
Cleveland	LeRoy Nicholaisen	4
Health Careers	Ron Banfield	2
Ladue	Ed Schmidt	3
Lindbergh	Jennie Peth	6
McKinley	Abe Butler	3
Normandy	Ruth Hladnick	5
O'Fallon	James Loveless	2
Parkway South	Michael Howe	4
Roosevelt	Bill Stadtlander	3
Soldan	Joann Gibson	5
Sumner	Paul Lindenmann/Tom Gremaud	4
Webster Groves	Larry Shles	4

260 Youngsters Take Part In 'Yesteryear'

More than 260 fourth-graders from Baden Elementary School in St.Louis and Mesnier Elementary School in Affton will participate in the May 16 Yesteryear Festival at the historic Oakland House in Affton, MO. The educational festival was appropriately scheduled during Preservation Week, May 13-20.

The Oakland House, at 7801 Genesta Ave., was built for Louis Benoist, a successful St. Louisian, in the mid-1850's of white limestone quarried on the estate. George I. Barnett, one of St. Louis' most famous architects, designed the house, as well as Shaw's "Tower Grove." Oakland House, listed in the National Register of Historic Places since 1969, has received national recognition.

To rekindle the history of its past, the Affton Historical Society purchased the house in 1977 and has undertaken the restoration of it. Students will experience first-hand the quality preservation, restoration and maintenance of this historic country home. In addition, they will participate in hands-on, creative activities which demonstrate the crafts, folk art, music and other skills of early St Louis inhabitants.

The students will arrive at Oakland House at 9:15 a.m. and spend the morning rotating through a series of learning stations on these subjects: quilting, woodworking, architecture, fashions of the past, nature walk, storytelling, weaving, native dyeing/candlemaking, tomahawk throwing, apple cider/cornbread making, Indian dance and music, westward expansion exhibit, and house tours. In the afternoon, they will see a performance of the the Young Audience Folk Trio who will depict the ballad and legends of the American West.

With the help of a landscape architect, students will also plant an English Oak tree on the grounds. The seedling was raised from the last tree Henry Shaw personally planted when he originally landscaped Tower Grove Park. This is especially appropriate because Shaw and the original owner of Oakland House, Louis Benoist, were friends.

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The seedling was raised from the last tree Henry Shaw personally planted when he originally landscaped Tower Grove Park. This is especially appropriate because Shaw and the original owner of Oakland House, Louis Benoist, were friends.

The resources of many offices and organizations have been incorporated to make the festival a complete learning experience. The city's Honors Art High School is involved as well as these St. Louis Public School System divisions: School Partnership, Student Leadership Experiential Adventure and Springboard to Learning. In addition, there is participation from the Affton Cougar Quilters, the Affton Historical Society, the St. Louis County Department of Parks and Recreation, Young Audiences Trio, the Museum of Westward Expansion, Mackenize Junior High School students and Tower Grove Park personnel.

The Affton School District is festival coordinator.

Most of the activities will take place outdoors, weather permitting.

For more information, call Shellie Hexter at 361-558.

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Wednesday, May 30, 1984

letters

Cooperative Learning

I recently spent a most rewarding day at Oakland House in Affton. The Yesteryear Festival was attended by the fourth- and fifth-grade students from Baden School in the City of St. Louis and Mesnier School in Affton.

This event was an exceptionally fine example of cooperation. The day really started last fall with the "Write-on" program, anonymously funded for city and county children whose lives were little affected by the desegregation program. I taught folklife and history of the Mississippi and Missouri River Valleys to all these fourth- and fifth-graders. The children had pen pals in the paired school and they had a class-by-class overnight outdoor education program in Babler State Park.

A follow-up at the beautiful Oakland House, country home of the Benoist family, was planned. Two hundred sixty-three children met again and learned more of folkways and homecrafts of the 1800s and '60s. It was a glorious day for the children. Cooperating groups included the Affton Historical Society, Springboard to Learning, Mesnier School, Baden School, School Partnership, the St. Louis Student Leadership Program, Young Audiences and Tower Grove Park.

I am proud to have participated. I am proud of our schools and teachers. I am especially proud of our children, both city and county. I would like to see the press start to focus on some of the positive, significant and informal interactions of our many school districts. There are some very good things happening for all our children. I am just finishing another program at Carr Lane, Clark and Valley Park. It too is a fine program, and we have all had success in learning.

Margot B. Lippincott

Clayton

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Schedule for The Past Around Us

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Sunday, June 17 • 7:00 p.m. Keynote address to be held in the Explorer's Room; Visitor's Center under the Arch at the Jefferson National Expansion Memorial. Keynote speaker: Dr. Glenn Holt, St. Louis and urban historian. The public is invited to attend.

Meet Monday through Friday, 9:00 a.m. to 3:30 p.m.

Monday, June 18

The Clash of Cultures
Location: Missouri Historical Society

Morning

Lecture:
Early St. Louis History
William Faherty, S.J., Professor Emeritus of History, St. Louis University

Topics and Panel:
A City of Strangers: Social History of Early St. Louis
Katharine Corbett, Curator of Education, Missouri Historical Society

Development of the Missouri Botanical Garden: A European Model on an American Stage
Judith Moglia, Instructional Coordinator, Adult Programs, Missouri Botanical Garden

Native American Art and the White Man's Art
Veronika Jenke, Head, Teacher and Youth Programs, The Saint Louis Art Museum

Afternoon Introduction to the resources and collections of the Missouri Historical Society
Katharine Corbett and staff

Tuesday, June 19

St. Louis Faces West
Location: The Saint Louis Art Museum

Morning

Lecture:
Western Art and Westward Expansion
Janice K. Broderick, Curator of Collections, A.G. Edwards and Sons, Inc.

Topics and Panel:
The Lewis and Clark Expedition and St. Louis
Yvonne Condon, Assistant Curator of Education, Missouri Historical Society

Trappers and Explorers
Ray Breun, Executive Director, Jefferson National Expansion Historical Association

Art as Record of Westward Expansion
Veronika Jenke, Head, Teacher and Youth Programs, The Saint Louis Art Museum

Afternoon Introduction to the resources and collections of The Saint Louis Art Museum
Veronika Jenke and staff

Wednesday, June 20

The City Comes of Age
Location: Missouri Botanical Garden

Morning

Lecture:
Henry Shaw: The Man and the Garden
James Neal Primm, Professor of History, University of Missouri–St. Louis

Topics and Panel:
The Architecture and Restoration of Nineteenth-Century St. Louis
Gerhardt Kramer, Architect and founding member of Landmarks Association of St. Louis, Inc.

The Change from a Commercial to an Industrial City
Katharine Corbett, Curator of Education, Missouri Historical Society

Parks in the Urban Environment
Judith Moglia, Instructional Coordinator, Adult Programs, Missouri Botanical Garden

Afternoon Introduction to the resources and collections of the Missouri Botanical Garden
Judith Moglia and staff

Thursday, June 21

Problem solving using community resources

Morning Tour of Museum of Westward Expansion, St. Louis Arch

Afternoon Designing individual classroom humanities projects. Sites to be determined by participants in consultation with project staff.

Friday, June 22

Problem solving using community resources

Morning Designing individual classroom humanities projects. Sites to be determined by participants in consultation with project staff.

Afternoon Presentation of individual research projects. Summary. Plans for follow-up session.

Program Coordinator:

Steve Neuwirth, Ph.D., Assistant Professor of Engl.
Fontbonne College, St. Louis, MO